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ABSTRACT

This document contains the rules governing the certification of teachers and other school personnel and the accreditation of institutions for the education of teachers in the state of Colorado. (JD)

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M E M O R A N D U M

October 12, 1976

TO: Superintendents of Schools
County Superintendents of Schools
Boards of Cooperative Services
Colorado Council of Deans of Education
Colorado Commission on Teacher Education & Certification
Steering Committee on Teacher Certification Act of 1975
Other Interested Persons

FROM: Calvin M. Frazier, Commissioner of Education

SUBJECT: Rules for the Administration of the Teacher Certification Act of 1975

Enclosed is a copy of the Rules for the Administration of the Teacher Certification Act of 1975 which were adopted by the State Board of Education on July 8, 1976, and approved by the Attorney General on October 4, 1976. These rules are effective November 1, 1976.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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SP011 208

Adopted: July 8, 1976
Approved by Attorney General: October 4, 1976
Authorization: C.R.S. 1973, 22-2-109
C.R.S. 1973, 22-60-113

Teacher Education and Certification

2260-R-1.0 General Certification Regulations. The sole authority to issue teaching certificates is vested in the Colorado Department of Education.

1.01 Personnel required to hold certificates. Any person employed to instruct students, or to administer, direct, or supervise the instructional program in a public school, including the superintendent of schools, in accordance with applicable Colorado Statutes, and who is compensated for his/her services, is required to hold a certificate with appropriate level(s) and area(s) of endorsement.

1.02 Validity of certificates.

1.02 (1) Certificates issued by the State of Colorado, prior to July 1, 1976, shall remain valid for the period for which they were issued.

1.02 (2) Endorsements placed on certificates prior to July 1, 1976, which are based upon major areas of specialization, shall be continued on subsequent renewals of Types A, B, C, D, or E certificates.

1.02 (3) Certificates which have expired are invalid.

1.02 (4) Certificates from other states shall not be valid for teaching in Colorado.

1.03 Procedures for applying for a Colorado certificate are:

1.03 (1) Submit a completed application form supplied by the Colorado Department of Education.

1.03 (2) Provide an official transcript of all college records.

1.03 (2) (a) Each college transcript filed for certification purposes shall be authentic, original or photostat, bearing the embossed seal of the institution, the signature of the registrar, and including descriptive titles, course numbers, credits, and grades for each course listed. For the purpose of these Rules, credits shall be in semester hours or may be interpreted as meaning the equivalent in quarter, trimester, unit or term credits.

1.03 (2) (b) Transcripts from institutions outside the United States shall be in English or shall include an authentic English translation.

1.03 (2) (c) Transcripts submitted become a part of the applicant's record with the Colorado Department of Education and are not returnable.

1.03 (3) The fee for the evaluation of an application for a certificate, letter of authorization, or renewal thereof, shall be $15.00 and is nonrefundable. Upon determination of eligibility to receive a certificate, additional endorsement, or letter of authorization, such shall be issued without the payment of an additional fee. *

1.04 Degree. It will be determined that an applicant "holds" or "has been awarded" the bachelor's or higher degree when the registrar of the accepted institution of higher education certifies that the applicant has met all requirements for graduation with the degree, whether or not the degree has been conferred upon the applicant in formal ceremonies or otherwise conveyed to the individual.

1.05 Recency of credit. Applicants for initial Colorado certificates must have earned six semester or nine quarter hours of credit appropriate to the certificate at a fully-accredited, four-year, degree-granting institution of higher education within the five-year period prior to the date of application.

1.06 Basis for certification. Colorado Teacher Certificates, Type A, B, D, or E may be issued based upon satisfactory completion of a Colorado approved program or comparable program as defined below and submission of an institutional recommendation.

1.06 (1) Colorado Approved Program

1.06 (1) (a) A program of a Colorado accepted institution of higher education in teacher education, administration, or special services, approved by the State Board of Education, and including one area of endorsement.

1.06 (1) (b) For the purposes of the administration of Section 22-60-104 (1) (a), C.R.S. 1973, as amended, "has completed the approved program in a satisfactory manner..." shall mean that the applicant has completed an approved program of professional education and/or endorsement area(s), has demonstrated thorough knowledge of the requisite subject matter, and has the competencies essential to maintain and improve the quality of instruction in the schools in the State.

*As amended by the State Board of Education on October 4, 1976 in conformity with the Attorney General's opinion of October 4, 1976.

1.06 (2) Comparable Program

1.06 (2) (a) A program at an accredited out-of-state institution of higher education in teacher education, administration, or special services comparable to similar programs of studies offered by Colorado accepted institutions of higher education.

1.06 (2) (b) For the purposes of the administration of Section 22-60-103 (1), C.R.S. 1973, as amended, "Accredited out-of-state institutions of higher education" shall mean institutions of higher education offering at least the standard American bachelor's degree which have been approved for teacher education by the designated education agencies of the state in which they are located, and accredited by one of the following regional associations: The Western Association of Schools and Colleges; the Northwest Association of Secondary and Higher Schools; the North Central Association of Colleges and Schools; the New England Association of Schools and Colleges; the Southern Association of Colleges and Schools; and the Middle States Association of Colleges and Secondary Schools.

1.06 (2) (c) The Colorado Department of Education and Colorado accepted institutions of higher education may recognize credits and degrees earned in foreign institutions of higher education, if, after appropriate evaluation, there is indication that such credits or degrees are the equivalent of the specific certificate requirements.

1.06 (3) Non-accredited programs: Approval of a teacher preparation program from a non-accredited college or university for teacher certification purposes may be granted to an applicant after an evaluation of the applicant's previous degree and program by an accepted institution of higher education and completion of the work necessary to meet the requirements for certification at an accepted institution of higher education.

1.07 Institutional Recommendation. Each applicant for a certificate shall be required to submit a statement from the designated recommending official of the accepted institution of higher education. Such recommending statement shall certify that the applicant has completed the approved program in a satisfactory manner and is in good standing. The recommendation shall specify the grade level(s), subject area(s), or service specialization(s) completed by the applicant.

1.07 (1) Such recommendation shall not be required for the renewal of a certificate, a Type C, Vocational Teaching Certificate, or certification based upon a foreign degree program.

2260-R-2.0 Types of Certificates.

2.01 Type A. The General Teacher Certificates requirements are:

2.01 (1) A bachelor's or higher degree from an accredited institution, including a broad educational background in the liberal arts.

2.01 (2) Completion of an approved teacher education program in an accepted institution of higher education.

2.01 (3) An institutional recommendation verifying:

2.01 (3) (a) Satisfactory completion of the approved program.

2.01 (3) (b) The grade level(s), subject area(s), or service specialization(s) completed by the applicant.

2.01 (4) Evidence of at least six semester hours of recent college credit appropriate to the certificate and endorsement earned in the five-year period prior to date of application for the certificate.

2.01 (5) Completion of the application, including the official transcript(s) of credits, and payment of the required $15.00 fee.

2.01 (6) The State Board of Education may waive the completion of the sequence of professional education courses for an applicant for a Type A Certificate who meets the requirements of Sections 2.01 (1), 2.01 (4), 2.01 (5), and:

2.01 (6) (a) Has completed five or more years of successful teaching experience in a public or non-public elementary or secondary school, and

2.01 (6) (b) Demonstrates thorough knowledge of professional education and teaching through:

2.01 (6) (b) (i) Evaluation by the applicant's supervisors and/or

2.01 (6) (b) (ii) Performance at or above the 75th percentile on the professional education section of the National Teacher Examinations, administered by the Educational Testing Service, Princeton, N.J.

2.02 Type B. The Professional Teaching Certificate requirements are:

2.02 (1) A master's or higher degree from an accredited institution of higher education.* "A master's or higher degree" shall mean an advanced degree with an educational objective appropriate for service in the public schools. Such a degree may be designed to:

*As amended by the State Board of Education on October 4, 1976 in conformity with the Attorney General's opinion of October 4, 1976.

2.02 (1) (a) Strengthen preparation in a teaching field.

2.02 (1) (b) Constitute a teaching field.

2.02 (1) (c) Comprise a field of specialization(s) (supervision, direction, and administration in education.)

2.02 (1) (d) Improve instruction.

2.02 (2) A minimum of three years of teaching experience. This experience must be:

2.02 (2) (a) In the full-time instruction of students, or the administration, supervision, or direction of instructional programs.

2.02 (2) (b) In accredited and/or established pre-schools, elementary or secondary schools.

2.02 (2) (c) Obtained while holding a Type A or equivalent certificate.

2.02 (3) Six semester hours of credit appropriate to the certificate and endorsement from an accredited institution of higher education in the five-year period prior to the date of application for the certificate.

2.02 (4) The institutional recommendation (for initial certificates and additional endorsements) verifying:

2.02 (4) (a) Satisfactory completion of an approved program of teacher preparation.

2.02 (4) (b) The grade level(s), subject area(s), or major area(s) of service specialization(s) completed by the applicant.

2.02 (5) Completion of the application, including official transcript(s) of credits, and payment of the required $15.00 fee.

2.03 Type C. The Vocational Teaching Certificate.

2.03 (1) A Type C Vocational Teaching Certificate qualifies the holder to teach in the vocational field indicated on the certificate.

2.03 (2) A Type C Vocational Teaching Certificate, valid for five years from the date of issuance, may be issued to a qualified applicant who:

2.03 (2) (a) Has completed five or more years of full-time experience as a qualified worker (beyond the learner level) in the occupation in which the applicant is to give instruction.

2.03(2)(a)(i) A maximum of two years of trade or technical schooling may be applied toward the five years experience requirement.

2.03(2)(a)(ii) "Acceptable school" shall include, but not be limited to organized on-the-job training programs, established apprenticeships, recognized public and private trade, technical and vocational institutes, colleges, academies, and schools which offer job-related programs of instruction in occupational or vocational fields appropriate to public school teaching in Colorado.

2.03 (2) (b) Has completed one school year of successful teaching experience in a vocational education program under a Type 3, Letter of Authorization.

2.03 (2) (c) Has been recommended by the most recent superintendent of schools or his designee as having knowledge and understanding of the occupation and the demonstrated ability to teach.

2.03 (2) (d) Has completed six semester hours of academic credit in the area of vocational education.

2.03 (2) (e) Has filed an application for a Vocational Teaching Certificate, verified five years of appropriate work experience, supplied recommendation of the superintendent of the district and a statement from the district that the applicant will be employed, furnished transcript of college record, and paid the required $15.00 fee.

2.04 Type D. The Administrator Certificate requirements are:

2.04 (1) Eligibility for a Type A or equivalent teacher certificate.

2.04 (2) A master's or higher degree from an accredited institution of higher education.*

*As amended by the State Board of Education on October 4, 1976 in conformity with the Attorney General's opinion of October 4, 1976.

2.04 (3) Completion of an approved graduate program for school administration in an accepted institution of higher education, or evidence of partial completion of an approved administration preparation program in each of two or more accepted institutions of higher education on forms supplied by the Colorado Department of Education. Among items supplied by the designated institutional recommending official will be be applicant's status in each institution, work completed, and work remaining to be completed. Upon a finding of completion of any one program by combining work taken in all, the requested certificate may be issued, assuming all requirements set forth in these Rules have been met.

2.04 (4) Completion of six semester hours of credit appropriate to the certificate within the five-year period prior the the date of application.

2.04 (5) Institutional recommendation(s) verifying the satisfactory completion of an approved program.

2.04 (6) Completion of the application including official transcript(s) of credits, and payment of the required $15.00 fee

2.05 Type E. A Special Service Certificate qualifies the holder to perform service in the special service area indicated on the certificate and may be issued to an applicant who meets the following requirements.

2.05 (1) A bachelor's or higher degree from an accredited institution of higher education and endorsement for the special service area as found in Section 9.0 of these Rules.

2.05 (2) Completion of six semester hours of credit appropriate to the certificate within the five-year period prior to the date of application.

2.05 (3) Completion of the application including official transcript(s) of credits and payment of the required $15.00 fee.

2.06 Provisional Certificate I. A Provisional Certificate I, valid for three years and non-renewable, may be issued to a teacher who meets the following requirements:

2.06 (1) Has been awarded a bachelor's degree from an accredited institution of higher education.

2.06 (2) Has completed a teacher preparation program including student teaching in an accepted institution of higher education but lacks preparation related to teaching the exceptional child in the normal classroom.

2.06 (3) Has received the institutional recommendation verifying that the applicant completed an approved program.

2.06 (4) Has completed the application including official transcript(s) of credits and payment of the required $15.00 fee.

2.07 Provisional Certificate II. A Provisional Certificate II, valid for one year and non-renewable, may be issued to a teacher who meets the following requirements:

2.07 (1) Has been awarded a bachelor's degree from an accredited institution of higher education.*

2.07 (2) Has completed an approved program of teacher preparation in an accepted institution of higher education.

2.07 (3) Has held a valid Colorado Teacher Certificate that has not been renewed due to an abrupt change of circumstances or an extreme financial hardship.

2.07 (4) Has submitted a completed application for a Provisional Certificate II, the required $15.00 fee, and an official statement from the registrar or admissions officer of an accepted institution of higher education verifying that the teacher is currently enrolled in at least six semester hours of credit appropriate to the teaching field of the teacher.

*As amended by the State Board of Education on October 4, 1976 in conformity with the Attorney General's opinion of October 4, 1976.

2260-R-3.0 Letters of Authorization, Type I, II, and III, shall be valid only for the position(s), grade level(s), and the endorsement area(s) for which they are issued and only within the school district which requested the issuance of such letters of authorization.

3.01 A Letter of Authorization, Type I, Recognized Expert, may be issued, upon request of a Colorado school district board of education when the position warrants special expertise and/or talents not available to the district through a fully-certificated teacher and when the Colorado school district board of education verifies that the applicant possesses these unique talents and is best suited for the position. The applicant shall provide documentation of recognition of these talents.

3.01 (1) ~~A Letter of Authorization, Type I, Recognized Expert, may be issued upon request of a Colorado school district board of education to an applicant for a vocational teaching position who does not qualify for a Type C, Vocational Teaching Certificate, due to a lack of previous full-time secondary school teaching experience, but who meets all other requirements of law and of the State Board of Education for a Type C Certificate.~~ *

3.01 (2) A Letter of Authorization, Type I, Recognized Expert, may be renewed upon request of a Colorado school district board of education. With the second and subsequent requests for renewals, the district shall submit an evaluation of the teacher's performance and attest to the continuing need to employ the non-certificated teacher.

3.02 A Letter of Authorization, Type II, Intern, may be issued upon request of a Colorado school district and the approved Colorado institution of higher education through which the internship is being completed and when the intern is to receive pay from the school district while serving as an intern.

3.03 A Letter of Authorization, Type III, Emergency Teacher, may be issued when:

3.03 (1) The school district board of education has made conscientious efforts to secure the services of an appriately certificated teacher for the position.

3.03 (2) The school district board of education attests to a lack of a fully-certificated teacher available for the position.

3.03 (3) The school district board of education determines that the non-certificated applicant is best suited for the position.

*Deleted by action of the State Board of Education on October 4, 1976 in conformity with the Attorney General's opinion of October 4, 1976. Where a certificated vocational teacher is not available, Type 3, Emergency Teacher Letters of Authorization may be used.

3.04 In addition to the formal request for issuance of a Letter of Authorization, Type III, the school district board of education shall submit to the Colorado Department of Education evidence that a fully-certificated teacher has been sought for the position; a statement attesting to the unavailability of such a certificated teacher; and a description of the suitability of the non-certificated applicant for the position.

3.04 (1) The applicant shall include with the application a statement indicating the process by which he will complete certification requirements.

3.05 The Letter of Authorization, Type III, Emergency Teacher, may be renewed upon request of the Colorado school district board of education. The second and subsequent requests for renewal shall include up-dated information indicating recent efforts by the school district to secure a fully-certificated teacher for the position, the continuation of the emergency situation and an evaluation of the teacher's performance during the preceding year.

3.05 (1) The applicant shall submit evidence of progress toward full certification and official transcripts indicating progress made toward the degree and/or certification program.

2260-R-4.0 The Approved Program of Professional Education of an accepted institution of higher education shall develop knowledge and skills in the following areas;

4.01 Growth and development: A knowledge of child, pre-adolescent, and adolescent growth and development and their application to classroom activities and teacher-student interaction.

4.02 Teaching-learning process:

4.02 (1) Learning theory; diagnostic, prescriptive, and evaluative techniques for individual pupils; a knowledge of resources; and methods of individualizing instruction.

4.02 (2) Teaching strategies; program planning and evaluation; instructional media; measurement; general methods; and specific methods in grade level(s) and endorsement area(s).

4.02 (3) Specific preparation in the theory, methods, and related practice in the teaching of reading.

4.02 (4) Curriculum; classroom management; and school organization.

4.02 (5) The recognition of exceptional children, and techniques for teaching such children in regular classrooms.

4.03 Communication and human relations:

4.03 (1) Abilities to organize and present classroom information, materials, and resources.

4.03 (2) Facilitation of group processes in the classroom.

4.03 (3) Techniques to facilitate parent-teacher cooperation in the educational process.

4.03 (4) Abilities to aid interactions among professional educators, the community, and social groups.

4.04 Foundations and professionalism:

4.04 (1) Foundations of education, including history, philosophy, financing, and organization of the public elementary and secondary schools.

4.04 (2) Background information regarding the professional educator as a facilitator of learning, liaison with community, and kinds of professional organizations and their functions.

4.04 (3) The legal aspects of a changing educational scene, such as the legal rights and due process of students, parents, teachers, administrators, and school boards.

4.04 (4) Current issues in education such as; educational accountability, teacher tenure, collective bargaining, grievances, and grievance procedures.

4.05 Field Experiences.

4.05 (1) Planned experiences with children and youth throughout the approved program of professional education.

4.05 (2) Student teaching in the grade level(s) and endorsement area(s) under a college supervisor and a certificated teacher whose endorsement is consistent with that sought by the student teacher and including significant and continuous involvement of the cooperating teacher in the evaluation of the student teacher.

4.06 Early childhood level (ages 3-8): An applicant shall have completed Section 4.0 through 4.05 (2), including methods and field experience (student teaching, practicum, or internship) appropriate to the early childhood level.

4.07 Elementary level (K-6): An applicant shall have completed Section 4.0 thru 4.05 (2), including methods and field experience (student teaching practicum or internship) appropriate to the elementary level.

4.08 Middle school (5-8): An applicant shall have completed Section 4.0 thru 4.05 (2), including methods and field experience (student teaching practicum or internship) appropriate to middle school level.

4.09 Secondary level (7-12): An applicant shall have completed Section 4.0 thru 4.05 (2) including methods and field experience (student teaching practicum or internship) appropriate to the secondary level.

4.10 K-12 level: An applicant shall have completed Section 4.0 thru 4.05 (2), including methods and field experience (student teaching practicum or internship) appropriate to the elementary and secondary levels.

2260-R-5.0 Endorsement of Certificates or Letters of Authorization. Certificates And Letters of Authorization shall be endorsed to indicate the grade level(s), subject matter area(s), or other areas of specialization which may be appropriate to the applicant's preparation, training and experience.

5.01 Endorsements shall be based upon one of the following:

5.01 (1) Recommendation of the accepted institutions of higher education.

5.01 (2) Evaluation by the Teacher Education and Certification Unit of the Colorado Department of Education.

5.02 The major part of the services performed in a public school by the holder of a certificate shall be related to such endorsement.

5.02 (1) See Section 17.04 for the requirements for Provisional Endorsements.

5.02 (2) For the purposes of the administration of this Section, a teacher, who holds a certificate endorsed in a subject field (e.g., history, journalism, physics, French) encompassed within an endorsement area (e.g., social studies, English language arts, science, foreign language) as specified Section 6.05, 6.09, 6.10, 6.15, 6.16, 6.18, 6.19 of these Rules, may perform the major part of services in any other subject field in that area provided that minimum state accreditation standards are met.

5.02 (3) Teachers assigned for more than fifty percent of their time as a curriculum area supervisor, coordinator, or supervisor of counseling, or in the assignment of students shall be endorsed in the area so supervised or coordinated.

2260-R-6.0 TEACHING ENDORSEMENTS. The following shall serve as standards for teaching endorsements on Types A and B Certificates.

6.01 EARLY CHILDHOOD EDUCATION: To be endorsed in Early Childhood Education, (ages 3-8), an applicant shall have completed the following requirements:

6.01 (1) The Approved Program of Professional Education as prescribed in Section 2260-R-4.0.

6.01 (2) Studies to develop knowledge and skills in the following areas:

6.01 (2) (a) The evolution of early childhood education as it relates to the total educational system and interrelated social processes.

6.01 (2) (b) The process of child development from conception to adolescence, including the relation of these years to the total life cycle.

6.01 (2) (c) The interrelationships of child development and curriculum planning.

6.01 (2) (d) The influence of the family, the school, the community, and other social and political institutions on the child's development.

6.01 (2) (e) The recognition of the parents' role as the primary influence on the young child's development.

6.01 (2) (f) The attitudes appropriate to an early childhood curriculum, including language arts (reading, speaking, listening, and writing), mathematics, science, expressive arts, social science, health and physical education, and nutrition.

6.01 (3) Field experiences with children (including both preschool placement and K-2 elementary school placement), youth, and parents.

6.02 ELEMENTARY EDUCATION: To be endorsed Elementary Education, an applicant shall have completed the following requirements:

6.02 (1) The Approved Program of Professional Education as prescribed in Section 2260-R-4.0.

6.02 (2) Studies to develop knowledge and skills in the following areas:

6.02 (2) (a) Liberal arts preparation in language arts, sciences, mathematics, humanities and fine arts, social sciences, and health and physical education.

6.02 (2) (b) Methods, techniques, resources, and related practices in the teaching of reading, mathematics, science, expressive arts, social science, health, physical education, and the language arts.

6.03 AGRICULTURE: To be endorsed in Agriculture, an applicant shall have completed the Approved Program of Professional Education as prescribed in Section 2260-R-4.0 and an approved program in agriculture designed to develop knowledge and skills in the following areas:

6.03 (1) Practical farm or other agricultural experience.

6.03 (2) Biological, physical and applied science as they relate to practical solutions of agricultural problems.

6.03 (3) Essentials for production agriculture and for non-farm agricultural problems.

6.03 (4) Sequence of studies and experiences which provide basic knowledge in areas such as the following: plant and animal science; agricultural business management; and agricultural mechanics.

6.03 (5) Specialized preparation for one or more of the following occupational areas: agricultural production, supplies, products, and resources; ornamental horticulture; natural resource management; environmental development; and forestry.

6.03 (6) Skills necessary in the development of agricultural student organizations, as a means of teaching leadership skills through study and practice of speech, parliamentary procedure, and group cooperative efforts.

6.04 ART: To be endorsed in Art, an applicant shall have completed the Approved Program of Professional Education prescribed in Section 2260-R-4.0 and an approved program in art designed to develop knowledge and skills in the following:

6.04 (1) Art history, including a historical and comprehensive study of art as it relates to man and culture.

6.04 (2) Concept development in appreciation of the arts - music, dance, drama, and visual arts - to include: an understanding and appreciation of the arts in contemporary and past cultures with emphasis on the relationship of the arts to the culture in which they were produced and their influence on subsequent cultures; and knowledge and understanding of philosophical aspects of the nature of the arts and the contributions to the individual and society in the areas of drawing, painting, and two- and three-dimensional design.

6.04 (3) Concentration of preparation in one of the following areas: art history; drawing; painting; sculpture; photography; printmaking; fibers; ceramics; jewelry; crafts; and communication arts.

6.04 (4) A knowledge of all areas prescribed in Section 6.04 (3).

6.04 (5) Critical analysis and evaluation of studio art forms.

6.05 BUSINESS EDUCATION: To be endorsed in Business Education, an applicant shall have completed the Approved Program of Professional Education as prescribed in Section 2260-R-4.0 and an approved program in business education designed to develop knowledge and skills in the following:

6.05 (1) Studies in a minimum of eight of the following areas: accounting, business communications, business law, consumerism, data processing, economics, finance, management, and marketing.

6.05 (2) Studies to develop specialization of preparation in one or more of the following:

6.05 (2) (a) Accounting, including preparation in principles of accounting, cost accounting or intermediate accounting, including income tax accounting; and the application of data processing.

6.05 (2) (b) Data processing, including preparation in introduction to data processing (survey); background in common business computer languages; and system analysis and design.

6.05 (2) (c) Secretarial office occupations, including advanced typewriting, office machines; management, advanced shorthand and transcription, and office procedures, including office simulation.

6.05 (2) (d) Clerical office occupations, including preparation in advanced typewriting, office machines, management, and office procedures and office simulation.

6.06 DISTRIBUTIVE EDUCATION: To be endorsed in Distributive Education, an applicant shall have completed the Approved Program of Professional Education as prescribed in Section 2260-R-4.0 and an approved program in distributive education designed to develop knowledge and skills in the following:

6.06 (1) Marketing, retailing, advertising and visual merchandising, salesmanship, management, finance and banking, accounting and data processing, economics, and business law.

6.06 (2) Planning, developing, and administering a comprehensive program of distributive education, both high school and adult.

6.06 (3) Organizing and utilizing a wide variety of methods and techniques for teaching youth and adults.

6.06 (4) Conducting learning experiences for students with a broad array of abilities and career objectives as applicable to career selection and planning and to recognize and respond to individual differences in students.

6.06 (5) Experiences and involvement in distributive education youth organizations.

6.06 (6) Philosophy and objectives of vocational education and the coordination of cooperative programs.

6.07 DRAMA: To be endorsed in Drama, an applicant shall have completed the Approved Program of Professional Education as prescribed in Section 2260-R-4.0 and an approved program in drama designed to develop knowledge and skills in the following areas:

6.07 (1) Theatre history, including western and non-western theatre.

6.07 (2) Dramatic literature, specifically: analysis and criticism, dramatic styles, reflection and impact of social implications, and developing aesthetic sensitivity.

6.07 (3) Acting, specifically: basic acting, acting styles, characterication, stage movement, performance, experience, and developing aesthetic sensitivity.

6.07 (4) Stage and movement and dance, including choreography and movement fundamentals.

6.07 (5) Technical theatre, including make-up, lighting, stagecraft, costumes and publicity.

6.07 (6) Directing, specifically: basic techniques of directing, audience analysis, directing styles, and children's theatre.

6.07 (7) Methods of teaching theatre, specifically: creative drama, selection and production of theatre in the school, festival direction and participation, performance evaluation, simulation, and roleplaying.

6.08 DRIVER EDUCATION: To be endorsed in Driver Education, an applicant shall have completed the Approved Program of Professional Education as prescribed in Section 2260-R-4.0 and an approved program in driver education designed to develop knowledge and skills in the following areas:

6.08 (1) The general principles of accident causation and prevention, including first aid.

6.08 (2) The nature of the driving task and knowledge and skills to operate a motor vehicle in basic and advanced driving maneuvers with emphasis on perceptual and decision-making skills.

6.08 (3) The characteristics of the highway transportation systems, their relationship to accident causation, and the nature of programs that exist to improve the effectiveness of the system.

6.08 (4) The physiological and psychological influences of alcohol and drugs as they relate to the highway transportation system.

6.08 (5) The preventive maintenance of a motor vehicle with an emphasis on systems and subsystems critical to safe operation.

6.08 (6) Preparation and/or experience in classroom and on-the-street teaching including student assessment, writing of objectives, designing of learning experiences, and evaluations.

6.08 (7) Preparation and/or experience in multiple-vehicle driving range and driving simulation.

6.08 (8) Organization and administration of a driver and traffic safety education program.

6.08 (9) Preparation and/or experience in motorcycle safety education.

6.09 ENGLISH: To be endorsed in English, an applicant shall have completed the Approved Program in Professional Education as prescribed in Section 2260-R-4.0 and an approved program in English designed to develop knowledge and skills in the following areas:

6.09 (1) An understanding of how language is acquired and used from early childhood through adulthood.

6.09 (2) The relationship between the student's language and his environment, including dialect study and standard and non-standard English.

6.09 (3) The structure of the language as seen through linguistics, grammar, and semantics, and how these apply to using the English language.

6.09 (4) The way language is used and abused in our society ("double-speak", for example) and manipulated by various interests for their own purposes.

6.09 (5) The relationship between knowledge of the language and reading, including knowledge of the varied abilities needed to read different materials as the student progresses through secondary school and into adulthood, and with emphasis on developmental reading skills for each pupil regardless of current reading ability

6.09 (6) Knowledge of student differences that require an adjustment in the assignment in literature to the students being taught.

6.09 (7) Familiarity with an extensive body of literature, including the contemporary and "literary heritage" of our country and other countries, children's literature, adolescent literature, minority literature and dramatic literature.

6.09 (8) Composition, including both creative and expository writing.

6.09 (9) Oral communication to include interpersonal, public, and group.

6.10 FOREIGN LANGUAGE: To be endorsed in Foreign Language, an applicant shall have completed the Approved Program of Professional Education as prescribed in Section 2260-R-4.0 and shall have meet the following requirements:

6.10 (1) Completion of an approved program in foreign languages designed to develop knowledge and skills in the following areas:

6.10 (1) (a) Phonology, conversation, linguistics, grammar, and composition.

6.10 (1) (b) Culture of the language and the region, where applicable, including knowledge of art, music, literature, history, and geography.

6.10 (1) (c) Customs and varying life styles of the people.

6.10 (2) Preparation of teachers of classical languages will follow the preceding standards except that the emphasis may be on appreciation of the language and gaining control of its sounds, structure, and vocabulary rather than on conversational objectives.

6.10 (3) Assurance from the college or university that the applicant has oral and written competency in the language or languages to be taught.

6.11 HEALTH: To be endorsed in Health, an applicant shall have completed the Approved Program in Professional Education as prescribed in Section 2260-R-4.0 and an approved program in health designed to develop knowledge and skills in the following areas:

6.11 (1) Understanding of man's ecology and interaction with society, with studies in such fields as the biological and behavorial sciences.

6.11 (2) Understanding of health issues and health problems of the individual in society, such as: emotional and social health, alcohol, tobacco and other drugs, nutrition, and communicable and noncommunicable diseases.

6.11 (3) Physical and psychological human growth and development and their relationship to the health instruction program including family life education and appraisal of health status of the individual.

6.11 (4) Evaluation of the validity and reliability of health information and resources.

6.11 (4) (a) Consumer health including intelligent selection of health products and health services, consumer protection agencies, health misconceptions and superstitions, health insurance plans and delivery systems.

6.11 (4) (b) The identification of emerging health problems and issues.

6.11 (5) Understanding of public health principles and the individual's responsibility in motivating and maintaining public health agencies and organizations, health careers, urban health problems, and disease prevention and control.

6.11 (6) An understanding of the dynamics of accidents and the conditions conducive to safe living.

6.11 (7) Organization and administration of school health programs.

6.12 HOME ECONOMICS: To be endorsed in Home Economics, an applicant shall have completed the Approved Program in Professional Education as prescribed in Section 2260-R-4.0 and an approved program in home economics designed to develop knowledge and skills in the following areas:

6.12 (1) Home management, including economic management, personal decision making, task analysis, and consumer education, plus safety-first aid.

6.12 (2) Science of food, food preparation and nutrition.

6.12 (3) Housing, home furnishing, equipment, clothing, and textiles.

6.12 (4) Personal relationships, family relationships, parenting, and child development.

6.13 INDUSTRIAL ARTS: To be endorsed in Industrial Arts, an applicant shall have completed the Approved Program of Professional Education as prescribed in Section 2260-R-4.0 and an approved program in industrial arts designed to develop knowledge and skills in the following:

6.13 (1) Study in philosophy, history, principles, methods, and safety of industrial arts and technology.

6.13 (2) Preparation in each of following with a concentration in at least one area:

6.13 (2) (a) Construction and manufacturing: tools, materials, and processes used in manufacturing and constructing. These studies shall be concerned with with the industry, technology and products derived from materials and processes. For example: ceramics, crafts, methals, plastics, textiles, and woods.

6.13 (2) (b) Graphic communications: tools, materials, and processes used in graphic communication. For example: graphic arts, drafting, and photography.

6.13 (2) (c) Power and energy: tools, materials, and processes involved in electricity, electronics, and power. For example: steam, automotive, solar, rocker, and small engine power.

6.14 MATHEMATICS: To be endorsed in Mathematics, an applicant shall have completed the Approved Program of Professional Education as prescribed in Section 2260-R-4.0 and an approved program in mathematics designed to develop knowledge and skills in the following areas:

6.14 (1) The sequential nature of mathematics to provide an understanding of the aspects of mathematics.

6.14 (2) The capacity and disposition for continued learning in mathematics to include studies and experiences in algebra, geometry, trigonometry, analytic geometry, calculus, probability and statistics, and computer science as it relates to mathematical problem solving.

6.14 (3) Knowledge of curriculum improvement trends and issues in mathematics.

6.14 (4) History of mathematics, the intellectual and philosophical nature of mathematics, and knowledge of ways to apply the principles of mathematics to other disciplines, e.g., logic, science, psychology, economics.

6.14 (5) Mathematical model building.

6.15 MUSIC: To be endorsed in Music, an applicant shall have completed the Approved Program of Professional Education as prescribed in Section 2260-R-4.0 and an approved program in music designed to develop knowledge and skills in the following areas:

6.15 (1) Production of sound including playing, singing, and conducting.

6.15 (2) Organization of sound for personal expression and the understanding of the elements of music.

6.15 (3) Description of sound in terms of medium, meter, mode, and motion.

6.15 (4) Evolution of western and non-western musics.

6.15 (5) The use of contemporary methods, materials, and literature in one or more of the following areas of specialization:

6.15 (5) (a) Instrumental

6.15 (5) (a) (i) Knowledge of and performance ability on wind, string, and percussion instruments.

6.15 (5) (a) (ii) Experience in instrumental performances; solo, and small and large ensembles.

6.15 (5) (a) (iii) Experiences using wind, string, and percussion instruments which develop the knowledge and skills necessary to conduct instrumental ensembles.

6.15 (5) (2) (iv) Experiences using voices which develop the knowledge and skills necessary to conduct choral ensembles.

6.15 (5) (a) (v) Experience in teaching general music classes.

6.15 (5) (b) Choral

6.15 (5) (b) (i) Basic knowledge of vocal/choral techniques and strategies, and sufficient vocal skills to assure effective and correct use of the voice in demonstrating vocal techniques.

6.15 (5) (b) (ii) Experiences in solo and ensemble vocal performances.

6.15 (5) (b) (iii) Experience in using wind, string, and percussion instruments, which develop knowledge and skills necessary to conduct instrumental ensembles.

6.15 (5) (b) (iv) Experiences in conducting large and small ensembles.

6.15 (5) (b) (v) Experiences in teaching general music classes.

6.15 (5) (c) General Music

6.15 (5) (c) (i) Experience in teaching classroom instruments, children/adolescent voices, and comprehensive music skills.

6.15 (5) (c) (ii) Experiences in inter- and intradisciplinary studies.

6.15 (5) (c) (iii) Experiences in teaching general music classes.

6.16 PHYSICAL EDUCATION: To be endorsed in Physical Education, an applicant shall have completed the Approved Program of Professional Education as prescribed in Section 2260-R-4.0 and an approved program in physical education designed to develop knowledge and skills in the following areas:

6.16 (1) The sociocultural, philosophical, and psychological foundations of physical education, including the historical development of play, games, dance, and sports, and the study of child growth and development.

6.16 (2) Physical and biological science foundations including areas such as: human anatomy, exercise physiology, kinesiology, and health.

6.16 (3) Movement fundamentals, including study of movement patterns, movement exploration, gymnastics, tumbling, lead-up games, team sports, physical fitness, and perceptual motor activities.

6.16 (4) Competencies to teach:

6.16 (4) (a) Four or more individual and dual activities such as wrestling, track and field, tennis, golf, badmitton, archery, gymnastics, aquatics, rhythm dance and games of low organization, and physical fitness.

6.16 (4) (b) Four or more team sports and games such as baseball, basketball, field hockey, flag football, soccer, and volleyball.

6.16 (5) Knowledge relative to organizing, planning, administering, teaching, and evaluating a program of physical education including study in areas such as:

6.16 (5) (a) Adaptive physical education.

6.16 (5) (b) First aid.

6.16 (5) (c) Care and prevention of athletic injuries.

6.16 (5) (d) Officiating.

6.16 (5) (e) Analysis and techniques of competitive sports.

6.17 SCIENCE: To be endorsed in Science, an applicant shall have completed the Approved Program of Professional Education as prescribed in Section 2260-R-4.0 and an approved program in science designed to develop knowledge and skills in the following areas:

6.17 (1) Biology, chemistry, earth science, physics, and mathematics.

6.17 (2) An applicant shall complete a concentration of preparation in one or more of the following areas:

6.17 (2) (a) Biology, including preparation in areas such as genetics, ecology, physiology, microbiology, and organic or biochemistry.

6.17 (2) (b) Chemistry, including preparation in areas such as physical chemistry, organic chemistry, quan/qual chemistry, mathematics through calculus, and modern physics.

6.17 (2) (c) Physics, including preparation in areas such as modern physics, computer science, math through differential equations, mechanics, astronomy, and electronics.

6.17 (2) (d) Earth-Space science, including preparation in areas such as astronomy, meteorology, geology, physical geography, oceanography, mineralogy, stratigraphy, and conservation of natural resources.

6.17 (2) (e) Geology, including preparation in areas such as historical geology, physical geology, geomorphology, mineralogy, astronomy, oceanography, meteorology, stratigraphy, and geography.

6.17 (2) (f) General science, including additional preparation in biology, chemistry, earth science, physics, and mathematics.

6.18 SOCIAL STUDIES: To be endorsed in Social Studies, an applicant shall have completed the Approved Program in Professional Education as prescribed in Section 2260-R-4.0 and an approved program in social studies designed to develop knowledge and skills in the following areas:

6.18(1) History (American and world histories), political science, economics, sociology, geography, psychology, and/or social psychology, and anthropology.

6.18(2) Studies which illustrate the interdisciplinary relationships between and among the various social sciences.

6.18(3) Approaches and materials in new social studies curriculum projects.

6.18(4) Current affairs and the handling of controversial issues in the classroom.

6.18(5) Pedagogical skills necessary to teach the process skills, e.g., critical thinking and problem solving.

6.19 SPEECH: To be endorsed in Speech, an applicant shall have completed the Approved Program in Professional Education as prescribed in Section 2260-R-4.0 and an approved program in speech designed to develop knowledge and skills in the following areas:

6.19 (1) Interpersonal communication, specifically: nonverbal communication, communication theory, principles of communication, interpersonal (intrapersonal) communication, conflict, sex-role stereotypes, emphatic understanding and responding.

6.19 (2) Group communication, specifically: small group communication, group process leadership, organizational communication, discussion, decision making, and critical listening.

6.19 (3) Non-print media, specifically: radio and television, filmmaking, mass media, mass communication, including evaluation, effect, and aesthetic dimensions of non-print media.

6.19 (4) Public communication, specifically: voice and diction, public address, oral interpretation, rhetoric, forensics, debate, and readers' theatre.

6.19 (5) Persuasion, specifically: psychology of communication, mass communication, semantics, sociolinguistics, persuasive campaigns, social movements, effect analysis (consumer affairs), and aesthetic strategies.

6.19 (6) Intercultural communication, specifically: intercultural communication, ethnic studies, cross-cultural communication, and communication of stereotypes.

6.19 (7) Methods of teaching speech communication, specifically: language acquisition, communication in classroom environments, directing forensics and debate, teaching with group process, creative drama, approaches to listening, and performance evaluation.

2260-R-7.0 SPECIAL EDUCATION ENDORSEMENTS. The following shall serve as standards for Special Education endorsements on Types A and B Certificates.

7.01 DIRECTOR OF SPECIAL EDUCATION, K-12: To be endorsed Director of Special Education, an applicant shall have satisfied the following requirements:

7.01 (1) Hold a master's or higher degree in education or in a related field of special services such as school psychology, school social work, or speech correction.

7.01 (2) Have a minimum of two years experience working with handicapped children.

7.01 (3) Have completed an approved program for the preparation of directors of special education in an accepted institution of higher education, designed to develop knowledge and skills in the following areas:

7.01 (3) (a) Communications: objective and humanistic communication and leadership training techniques.

7.01 (3) (b) General school administration.

7.01(3)(b)(i) Personnel administration, public school finance and law, litigation, and due process.

7.01(3)(b)(ii) Planning, implementing, and evaluating educational programs.

7.01 (3) (c) Special education

7.01(3)(c)(i) Learning handicaps of the various disabilities.

7.01(3)(c)(ii) Procedures for identifying and programming for all handicapped children.

7.01(3)(c)(iii) Planning, organizing, and utilizing resources.

7.01(3)(c)(iv) Evaluation of delivery systems.

7.01(3)(c)(v) Establishing evaluation plans, conducting program evaluations and organizing evaluation data into a system for decision-making purposes.

7.02 EDUCABLE MENTALLY HANDICAPPED, K-12: To be endorsed Educable Mentally Handicapped, an applicant shall have completed the Approved Program of Professional Education as prescribed in Section 2260-R-4.0 and an approved program in educable mentally handicapped designed to develop knowledge and skills in the following areas:

7.02 (1) Development and educational practices related to all exceptionalities with special emphasis on mental retardation.

7.02 (2) Current concepts, practices, and trends in mental retardation.

7.02 (3) Child growth and development

7.02 (3) (a) Sequence of normal development in physical, motor, affective, and cognitive areas.

7.02 (3) (b) Identifiable deviations in the mentally handicapped child.

7.02 (3) (c) Psychological and sociological problems related to mental retardation.

7.02 (3) (d) Understanding the relationship of cultural diversities to mental retardation.

7.02 (4) Assessment

7.02 (4) (a) Observation techniques in the appraisal of exceptional children.

7.02 (4) (b) Principles and practices of measurements of the handicapped.

7.02 (5) Program alternatives

7.02 (5) (a) Staffing processes--the teacher's role in interdisciplinary staffing.

7.02 (5) (b) Service alternatives--regular and self-contained classrooms; resource rooms and integration; itinerant teacher; residential, work experience, and early childhood programs.

7.02 (6) Methods

7.02 (6) (a) Psychology of learning and mentally handicapped children.

7.02 (6) (b) Educational program planning and methods for teaching educable mentally handicapped children.

7.02 (6) (c) Special techniques in educational diagnosis and prescription applicable to elementary level educable mentally handicapped children.

7.02 (6) (d) Special methodology applicable to secondary level educable mentally handicapped children in prevocational educational planning, child analysis and placement, and family living skills.

7.02 (7) Liaison functions.

7.02 (7) (a) Consultation techniques to be used with parents, community, and other professionals.

7.02 (7) (b) Use of community resources, including: supportative federal, state, and local agencies, community businesses for job training and service groups.

7.02 (8) Field experiences with normal children and supervised student teaching in a regularly established class for educable mentally handicapped children.

7.03 EDUCATIONALLY HANDICAPPED, K-12: To be endorsed in Educationally Handicapped, an applicant shall have completed the Approved Program of Professional Education as prescribed in Section 2260-R-4.0 and an approved master's degree program in educationally handicapped (Including emotional, social, behavioral, perceptual, and communicative learning disabilities) designed to develop knowledge and skills in the following:

7.03 (1) Basic concepts in the historical development and educational practices of all exceptionalities with special emphasis on: emotionally handicapped, socially handicapped, behaviorally handicapped, perceptual /neurologically handicapped, communicatively handicapped, and multiple-handicapped in above areas.

7.03 (2) Current concepts, practices, and trends in serving educationally handicapped.

7.03 (3) Child growth and development.

7.03 (3) (a) Sequence of normal development in physical, motor, affective, and cognitive areas.

7.03 (3) (b) Identifiable deviations in the educationally handicapped child.

7.03 (3) (c) Psychological and sociological problems related to educationally handicapped.

7.03 (3) (d) Understanding the relationship of cultural diversities to educational handicap.

7.03 (4) Assessment and observational techniques.

7.03 (5) Staffing processes and procedures--the teacher's role and responsibilities in interdisciplinary staffing.

7.03 (6) Methods.

7.03 (6) (a) Psychology of learning and educationally handicapped children.

7.03 (6) (b) Educational program planning and methods for teaching educationally handicapped children.

7.03 (6) (c) Special techniques in educational diagnosis and prescription applicable to elementary level educationally handicapped children.

7.03 (6) (d) Special methodology applicable to secondary level educationally handicapped children in prevocational-educational planning, child analysis and placement, and family living skills.

7.03 (6) (e) Educational remediation, particularly in reading, other language arts, and mathematics.

7.03 (7) Liaison functions.

7.03 (7) (a) Consultation techniques to be used with parents, community, and other professionals.

7.03 (7) (b) Knowledge and use of community resources, including: supportive federal, state, and local agencies; community businesses for job training; and service groups.

7.03 (8) Supervised teaching in educationally handicapped. In addition to field experiences with "normal" children, the applicant shall have satisfactorily completed supervised student teaching in a regularly established class for educationally handicapped children.

7.04 HEARING HANDICAPPED, K-12: To be endorsed Hearing Handicapped, an applicant shall have completed the Approved Program of Professional Education as prescribed in Section 2260-R-4.0 and an approved program in hearing handicapped designed to develop knowledge and skills in the following areas:

7.04 (1) Foundations.

7.04 (1) (a) Historical and current developments in education of the hearing impaired. National and local issues, trends, agencies, programs, and professions concerned with the hearing impaired.

7.04 (1) (b) Psychological, sociological, vocational, and educational implications of hearing impairment. Parent and child counseling.

7.04 (2) Speech science and audiology.

7.04 (2) (a) Human speech, auditory, and visual mechanisms and related brain and central nervous system structures.

7.04 (2) (b) Speech sounds and other sounds including production, transmission, and reception.

7.04 (2) (c) Various procedures for testing hearing and interpretation of hearing tests results.

7.04 (2) (d) Functioning and characteristics of various types of amplification and their application to learning and instructional processes.

7.04 (3) Language.

7.04 (3) (a) Structure of the English language (linguistics), acquisition and use of language (psycholinguistics), and implications for education of the hearing impaired.

7.04 (3) (b) Acquisition and development of language skills in hearing impaired infants and children.

7.04 (3) (c) Disorders of language development. including difficulties in decoding and/or encoding language at the level of phonology, morphology, syntax, and/or semantics; diagnosis; correction of language usage; methods, procedures on language instruction.

7.04 (4) Communication.

7.04 (4) (a) The communication process and the effects of hearing loss on communication.

7.04 (4) (b) Methods, procedures, and materials used in teaching these modes of communication: reading written communication, speech reading, auditory training, speech, including voice, articulation, and fluency, finger-spelling, the language of signs and sign systems of English.

7.04 (5) Curriculum and instruction.

7.04 (5) (a) Curriculum and instructional procedures common to education of the hearing impaired and to regular education, with emphasis in reading, language arts, and mathematics.

7.04 (5) (b) Plan, implement, and evaluate learning experiences for individuals and groups. Select, design, produce, and utilize media, materials, and resources appropriate to learner behavior and lesson objective.

7.04 (6) Field experiences with "normal" children, and supervised teaching in the area of hearing handicapped.

7.05 PHYSICALLY HANDICAPPED, K-12: To be endorsed Physically Handicapped, an applicant shall have completed the Approved Program of Professional Education as prescribed in Section 2260-R-4.0 and an approved program in physically handicapped designed to develop knowledge and skills in the following:

7.05 (1) Methods of teaching physically handicapped children, to include:

7.05 (1) (a) Evaluation techniques (academic education aspects).

7.05 (1) (b) Teaching procedures.

7.05 (1) (c) Curriculum planning with adaptations.

7.05 (1) (d) Aids used in the education of physically handicapped children.

7.05 (1) (e) Therapeutic problems.

7.05 (1) (f) Developing satisfactory self-image.

7.05 (2) Care and pathology of physically handicapped children, to include:

7.05 (2) (a) Medical and educational problems in areas of crippled and other health impaired.

7.05 (2) (b) Medical terminology.

7.05 (2) (c) Self-help skills.

7.05 (3) Counseling parents of physically handicapped children.

7.05 (4) Psychology of education, to include characteristics and educational needs of physically handicapped children.

7.05 (5) Tests and measurements, to include understanding of and ability to interpret results of psychological and educational tests.

7.05 (6) Child development, to include understanding of normal child development and relation to the physically handicapped child.

7.05 (7) Field experiences with "normal" children and supervised teaching in the area of physically handicapped.

7.06 VISUALLY HANDICAPPED, K-12: To be endorsed Visually Handicapped, an applicant shall have completed the Approved Program of Professional Education as prescribed in Section 2260-R-4.0 and an approved program in visually handicapped designed to develop knowledge and skills in the following areas:

7.06 (1) Research and foundations, to include:

7.06 (1) (a) Educational and psychological studies.

7.06 (1) (b) Technological developments.

7.06 (1) (c) Legal and educational definitions of blindness.

7.06 (1) (d) Vocational and avocational guidance.

7.06 (2) Diagnosis, assessment, and remediation, to include:

7.06 (2) (a) Causes and effects of visual impairments.

7.06 (2) (b) Structure and function of the visual system.

7.06 (2) (c) Child growth and development.

7.06 (2) (d) Assessment techniques.

7.06 (2) (e) Placement alternatives.

7.06 (3) Methods of teaching, to include:

7.06 (3) (a) Adaptation of teaching approaches for visually impaired.

7.06 (3) (b) Language arts--visual, auditory, tactile.

7.06 (3) (c) Communication skills in other subject areas.

7.06 (3) (d) Techniques of daily living.

7.06 (3) (e) Orientation and mobility.

7.06 (4) Materials, to include:

7.06 (4) (a) Development of braille codes.

7.06 (4) (b) Transcription, production, and duplication of materials to braille, print, and non-print media.

7.06 (4) (c) Securing materials.

7.06 (5) Utilization of resources, to include:

7.06 (5) (a) Legislation and agencies for the visually impaired.

7.06 (5) (b) Staffing processes and procedures.

7.06 (6) Field experiences with "normal" children and supervised student teaching in the area of visually handicapped.

2260-R-8.0 GRADUATE ENDORSEMENTS. The following shall serve as standards for endorsements requiring completion of approved graduate programs on Types A, B, D, or E Certificates, as appropriate.

8.01 COUNSELOR: To be endorsed Counselor, an applicant shall hold or be eligible for a Type A or equivalent Certificate and shall have completed the following requirements:

8.01 (1) Hold a master's or higher degree in guidance and counseling from an accredited institution of higher education and have completed an approved graduate counselor program in an accepted institution of higher education.

8.01 (2) Have successfully passed a formal screening process that considers the applicant's personal qualities to develop effective relationships with youth, parents, school personnel, and communities; personal integrity; openness and awareness; congruency; flexibility; ethical behavior; and motivation for self improvement.

8.01 (3) Have an understanding of the individual, including the dynamics of human behavior, with an emphasis on child and adolescent development.

8.01 (4) Have an understanding of the philosophy, organization, and professional activities and ethics related to the practice of counseling.

8.01 (5) Have an understanding of educational philosophies, school curricula, and the teaching-learning process.

8.01 (6) Have an awareness of and sensitivity to societal forces and changes with particular reference to women, economic, ethnic, and minority groups.

8.01 (7) Have a working knowledge of law as it pertains to the rights of people.

8.01 (8) Have developed the following knowledge and skills:

8.01 (8) (a) Counseling both individuals and groups.

8.01 (8) (b) Planning and decision making skills related to personal, social, educational, and career opportunities.

8.01 (8) (c) Designing, administering, and evaluating a counseling program reflecting the needs of the community served.

8.01 (8) (d) Performing, interpreting, and using educational research, including follow-up skills.

8.01 (8) (e) Supervising the use of records.

8.01 (8) (f) Evaluating skills relative to self-assessment for professional growth planning.

8.01 (8) (g) Recognizing organizational structures and effecting positive changes in consultation with parents and school personnel.

8.01 (8) (h) Assessing and identifying learning and developmental problems.

8.01 (9) Have completed a supervised practicum or internship in an elementary and/or secondary school at the appropriate grade level(s) for endorsement (elementary, secondary, or K-12).

8.02 EDUCATIONAL MEDIA: To be endorsed Educational Media, an applicant shall hold or be eligible for a Type A or equivalent certificate and shall have completed the following requirements:

8.02 (1) Hold a master's or higher degree from an accredited institution of higher education and have completed an approved graduate program in educational media in an accepted institution of higher education.

8.02 (2) Have completed three years of teaching experience and/or school media experience while holding a valid Colorado Type A or equivalent certificate.

8.02 (3) Have knowledge and skills in the following areas:

8.02 (3) (a) Administration of a media program

8.02 (3) (b) Media cataloging and classification

8.02 (3) (c) Media production and design

8.02 (3) (d) Reference services

8.02 (3) (e) Media selection, evaluation, and utilization

8.02 (3) (f) Research and evaluation

8.02 (3) (g) Media materials for children and youth

8.02 (3) (h) Curriculum development and instruction design

8.02 (4) Have completed a supervised practicum or internship in an elementary and/or secondary school at the appropriate grade level(s) for endorsement (elementary, secondary, or K-12). The practicum or internship may be waived by the accepted institution upon comparable media experience.

8.03 READING TEACHER: To be endorsed Reading Teacher, an applicant shall hold or be eligible for a Type A or equivalent certificate and shall have completed the following requirements:

8.03 (1) Have completed two or more years of teaching experience in an accredited and/or established elementary or secondary school while holding a Type A or equivalent certificate.

8.03 (2) Have completed an approved 5th year graduate program in an accepted institution of higher education in reading designed to develop knowledge and skills in the following areas:

8.03 (2) (a) Diagnostic, prescriptive, and evaluative techniques appropriate to the requested grade level(s) for endorsement.

8.03 (2) (b) Foundations of reading instruction, including methods, techniques, and materials appropriate to the requested grade level(s) for endorsement.

8.03 (2) (c) Psychological processes related to the teaching of reading.

8.03 (2) (d) Diagnostic and remedial teaching of reading, including methods, techniques, and materials.

8.03 (2) (e) Organization and management procedures for reading instruction.

8.03 (3) Have graduate studies in a minimum of three supporting areas, such as: tests and measurements; exceptional children; child and adolescent development; speech and hearing; guidance and counseling; child and adolescent literature; language development; curriculum; developmental and advanced reading skills; and reading problems within multi-lingual, multi-cultural, and disadvantaged environments.

8.03 (4) Have completed a supervised practicum(s) or internship(s) as a reading teacher at the appropriate grade level(s) for endorsement (elementary, secondary, or K-12).

8.04 READING SPECIALIST: To be endorsed Reading Specialist, an applicant shall hold or be eligible for a Type A or equivalent certificate endorsed for reading teacher and shall have completed the following requirements:

8.04 (1) An approved 6th year graduate program of studies in reading in an accepted institution of higher education.

8.04 (2) Graduate studies in the teaching of reading to qualify for a K-12 reading teacher endorsement. (An elementary or secondary reading teacher shall have completed preparation in reading at the level alternate to the initial reading endorsement.)

8.04 (3) Graduate preparation in reading in the areas of: research; organization and supervision of reading instruction; advanced diagnosis of reading and learning disorders; and advanced problems in reading and learning disabilities.

8.04 (4) Have completed an advanced supervised practicum or internship as a reading specialist.

8.05 SCHOOL ADMINISTRATOR: To be endorsed School Administrator, an applicant shall hold or be eligible for a Type A or equivalent certificate and shall have completed the following requirements:

8.05 (1) Hold a master's or higher degree from an accepted institution of higher education and complete an approved program in administration designed to develop knowledge and skills in the following areas:

8.05 (2) Basic management skills, such as:

8.05 (2) (a) Planning and budgeting

8.05 (2) (b) Implementing organizational objectives

8.05 (2) (c) Evaluating progress toward the achievement of goals and the effectiveness of programs

8.05 (2) (d) Organizing work, people, resources, and instructional programs

8.05 (2) (e) Directing the work of others

8.05 (3) Leadership skills, such as:

8.05 (3) (a) Articulating the role and purpose of education in contemporary society.

8.05 (3) (b) Ensuring that the legal responsibilities of the school are being met and safeguarding the legal rights of students, staff, and parents.

8.05 (3) (c) Understanding, planning, and implementing procedures to achieve educational accountability.

8.05 (3) (d) Bringing about change in the organization, its programs, activities, and people.

8.05 (3) (e) Developing and maintaining an effective and efficient management information system suitable to the needs of the school or district.

8.05 (4) Decision-making and problem-solving skills, such as:

8.05 (4) (a) Identifying decisions that must be made, or problems that need to be solved.

8.05 (4) (b) Getting people to work together in arriving at rational decisions.

8.05 (4) (c) Using the findings of research and exemplary practice in rational decision-making.

8.05 (4) (d) Accepting responsibility for the results of the decision-making process.

8.05 (5) Human relations skills, such as:

8.05 (5) (a) Managing or resolving conflict so that the organization's goals are achieved.

8.05 (5) (b) Getting people to work together to achieve the organization's goals in the most effective and efficient manner.

8.05 (5) (c) Working effectively with diverse community groups and involving them in meaningful activities related to the school and the educational program.

8.05 (6) Personnel administration skills, such as:

8.05 (6) (a) Recruiting, screening, and selecting competent staff members.

8.05 (6) (b) Supervising and evaluating the effectiveness of staff.

8.05 (6) (c) Administering the provisions of negotiated employment contracts.

8.05 (7) Curriculum and instruction assessment skills, such as:

8.05 (7) (a) Assessing the effectiveness and appropriateness of the scope and sequence of the curriculum.

8.05 (7) (b) Assessing the relationship between cost and effectiveness.

8.05 (7) (c) Assessing the learning abilities and disabilities of students.

8.05 (8) Resource utilization skills such as:

8.05 (8) (a) Identifying and utilizing resources available to the schools, including state and federal categorical aid and foundation grants.

8.05 (8) (b) Planning and utilizing physical facilities in an effective manner.

8.05 (8) (c) Developing and administering local school budgets.

8.05 (8) (d) Articulating the financial needs of the schools to staff, parents, and citizens, and to show relationships between program needs, financial needs and total student development.

8.05 (8) (e) Utilizing the auxiliary business services that are available to the district (i.e., transportation, food services, purchasing, data processing) in an effective manner.

8.05 (9) Have completed a supervised practicum or internship at the appropriate level(s) for endorsement (elementary school principal, middle school/junior high school principal, secondary school principal, or superintendent). The practicum or internship may be waived by the accepted institution based upon comparable administrative experience.

2260-R-9.0 SPECIAL SERVICES ENDORSEMENTS. The following shall serve as standards for Special Service endorsements on Types A, B, or E Certificates, as appropriate:

9.01 AUDIOLOGIST, K-12: To be endorsed Audiologist, an applicant shall have satisfied the following requirements:

9.01 (1) Hold a master's or higher degree in audiology from an accepted institution of higher education.

9.01 (2) Have completed an approved graduate-level program in audiology.

9.01 (3) Demonstrated competencies for providing services to pre-school and school age children in the following areas:

9.01 (3) (a) Identification audiometry, including pure tone audiometric screening and impedence measurements.

9.01 (3) (b) Threshold audiometric evaluation, including pure tone and bone conduction, speech reception and discrimination, impedence measurement, special tests, and differential diagnosis of auditory disorders.

9.01 (3) (c) Medical and educational referral procedures and criteria.

9.01 (3) (d) Assessment and evaluation of hearing impaired children relative to their skills in receptive and expressive language, auditory processing, speech including articulation, voice and rhythm, and academic achievement.

9.01 (3) (e) Staffing processes and procedures.

9.01(3)(e)(i) Interpretation of assessment results and their implications on social, emotional, linguistic and academic development.

9.01(3)(e)(ii) Educational alternatives for hearing impaired children including self-contained classrooms, resource room and integration, itinerant programming, and vocational and work-study programming.

9.01(3)(e)(iii) Legal aspects of special education, especially the legal rights and due process of students, parents, teachers, administrators, and school boards.

9.01 (3) (f) Management procedures for speech and language habilitation/rehabilitation of hearing impaired children including selection, use, maintenance of and orientation to appropriate amplification instrumentation for the hearing impaired, both wearable and group; auditory training; speech training including articulation, voice and rhythm; visual communication training to include manual communication; development of language and reading skills; selection and use of appropriate instructional materials and media.

9.01 (3) (g) Consultation with classroom teachers and other professionals regarding the relationship of hearing impairment to the development of academic, social, and emotional skills; solicitation of support for enhancing the development of auditory functioning and communication skills; recommendations of appropriate modifications in the academic methods, materials and facilities used with hearing impaired children.

9.01 (3) (h) Parent counseling including emotional support, information about their child's hearing loss and its implications, and parent-child interaction to maximize auditory, language, and speech development.

9.01 (3) (i) Maintenance of records on assessment and evaluation, placement decisions, treatment objectives, procedures employed, results obtained, and reports.

9.01 (4) Preservice and inservice education, including training and supervision of support personnel needed to implement a hearing conservation program, participation in the development and implementation of teacher inservice training and environmental noise control.

9.01 (5) Supervised practicum or internship within a school setting under the supervision of a certified audiologist (or under the combined supervision of a clinical audiologist and a teacher of the hearing handicapped).

9.02 OCCUPATIONAL THERAPIST, K-12: To be endorsed Occupational Therapist, an applicant shall have satisfactorily completed an approved occupational therapist program, in an accepted institution of higher education, designed to develop knowledge and skills in the following areas:

9.02 (1) Orientation to the role of the school occupational therapist.

9.02 (2) Scientific application of accepted therapeutic theories and practices of evaluation and treatment methods to achieve maximum function, independence, emotional, social, and physical adjustment for each student served.

9.02 (3) Staffing in consultation with physicians, physical therapists, speech correctionists, nurses, social workers, psychologists, counselors, and other specialists.

9.02 (4) Community resources.

9.02 (5) Legal rights and due process of students, parents, teachers, administrators, and school boards.

9.02 (6) Maintenance of records.

9.02 (7) Educational alternatives for children requiring the services of an occupational therapist.

9.02 (8) Full-time clinical affiliations in cooperating hospitals and health agencies, or field experience with handicapped children supervised by a qualified occupational therapist.

9.03 PERIPATOLOGY, K-12: To be endorsed in Peripatology, an applicant shall hold a master's or higher degree and shall have satisfactorily completed an approved peripatology program, in an accepted institution of higher education, designed to develop knowledge and skills in the following areas:

9.03 (1) Travel techniques, including: indoor, ourdoor, use of sighted guide, basic cane techniques, and use of common modes of transportation.

9.03 (2) Sensory training, including: visual, auditory sound, olfactory, tactual, cutaneous, kinesthetic, and proprioceptive.

9.03 (3) Alternative mobility aids, including: dog guides, low vision aids, and electronic, ultrasonic, and other technological aids.

9.03 (4) Concept development, including: evaluation and instruction in body imagery, laterality and directionality, cardinal directional concepts, time and distance concepts, spatial terminology, and environmental concepts.

9.03 (5) Course time allotments.

9.03 (6) Maintenance of records.

9.03 (7) Relationship to the family and other community services.

9.03 (8) Field experience. In depth experiences with visually impaired children and youth early in the preparation program and continuing throughout the program.

9.04 PHYSICAL THERAPIST, K-12: To be endorsed Physical Therapist, an applicant shall have satisfactorily completed an approved physical therapist program in an accepted institution of higher education designed to develop knowledge and skills in the following areas:

9.04 (1) Orientation to the role of the school physical therapist.

9.04 (2) Provision of physical therapy services to sensory-motor impaired preschool and school-age children.

9.04 (3) Gross and/or fine motor screening.

9.04 (4) Assessment and evaluation of referred children.

9.04 (5) Normal sensory-motor development and function.

9.04 (6) Community resources.

9.04 (7) Staffing processes and procedures.

9.04 (8) Interpretation of medical reports and prescriptions, and appropriate compliance.

9.04 (9) Educational alternatives for sensory-motor handicapped children.

9.04 (10) Legal rights and due process of students, parents, teachers, administrators, and school boards.

9.04 (11) Maintenance of records.

9.04 (12) Consultations with teachers and other professional groups, and parents.

9.04 (13) Treatment of sensory-motor problems.

9.04 (14) Supervised practicum in a school setting, or two years of field experience with sensory-motor impaired children supervised by a qualified, registered physical therapist.

9.05 SCHOOL NURSE, K-12: To be endorsed School Nurse, an applicant shall have satisfied the following requirements:

9.05 (1) Hold a bachelor's or higher degree, preferably in nursing, from an accepted institution of higher education.

9.05 (2) Have completed studies designed to develop knowledge and skills in the following areas:

9.05 (2) (a) The organization and administration of community health/public health nursing services.

9.05 (2) (b) Health concerns of school youth.

9.05 (2) (c) The conduct of basic health examinations.

9.05 (2) (d) Mental health of children and teachers.

9.05 (2) (e) Family case work, health, social problems.

9.05 (2) (f) Community agencies.

9.05 (2) (g) Legal rights and due process of students, parents, teachers, administrators, and school boards.

9.05 (3) Have completed a supervised practicum in a community health/public health setting.

OPTION I

9.06 SCHOOL PSYCHOLOGIST, K-12: To be endorsed School Psychologist, K-12, an applicant shall have completed an approved 6th year program of graduate study in an accepted institution of higher education designed to develop knowledge and skills in the following areas:

9.06 (1) Psychological foundations, including: advanced general psychology, advanced educational psychology, developmental psychology, psychology of the exceptional, social psychology, learning theory, psychology of motivation, personality theory, abnormal psychology, approaches to psychotherapy, research methods, statistics, and theoretical foundations.

9.06 (2) Psychological methods and techniques, including: counseling and psychotherapy, personality assessment, behavior and classroom management, individual intelligence testing, therapeutic approaches for individuals and groups, and individual and group scholastic aptitude and achievement testing.

9.06 (3) Professional education, including: remedial instruction, learning disorders, teaching strategies for the exceptional child, and instruction of the culturally different child.

9.06 (4) The legal aspects of a changing educational scene, especially as they relate to the legal rights and due process of students, parents, teachers, administrators, and school boards.

9.06 (5) Field experience under the supervision of a certificated school psychologist in the psychological service division of a school system.

OPTION II

9.06 (A) A Type E, Special Services Certificate, endorsed as School Psychologist, K-12, may be issued to an applicant trained in clinical psychology who has:

9.06 (A) (1) Earned a doctorate degree in psychology

9.06 (A) (2) Has at least two years experience in Colorado under the supervision of a Colorado licensed psychologist.

9.06 (A) (3) Been issued a license by the Colorado State Board of Psychological Examiners.

9.07 SCHOOL SOCIAL WORKER, K-12: To be endorsed School Social Worker, an applicant shall have satisfied the following requirements:

9.07 (1) Hold the master's or higher degree in social work from an accredited graduate institution of higher education.

9.07 (2) Have completed an approved graduate level school social worker program in an accepted institution of higher education designed to develop knowledge and skills in the following areas:

9.07 (2) (a) Orientation to the role of the school social worker.

9.07 (2) (b) Psychosocial assessment.

9.07 (2) (c) Counseling and consultation.

9.07 (2) (d) Social case work.

9.07 (2) (e) Family problems.

9.07 (2) (f) Staff cooperation and communication.

9.07 (2) (g) Community resources and social work agencies.

9.07 (2) (h) Child welfare laws.

9.07 (2) (i) Research.

9.07 (2) (j) Comprehension and sensitivity to the dynamics and interrelatedness of the school, the home, and the individual child.

9.07 (2) (k) Child growth and development with special reference to learning.

9.07 (2) (l) Cause and effects of stress, disability, disease, and deprivation on human behavior and development, especially in those children whose learning is affected by physical, neurological, intellectual, emotional disturbances or retardation.

9.07 (3) Have completed a supervised practicum

9.08 SPEECH CORRECTIONIST/LANGUAGE SPECIALIST, K-12: To be endorsed Speech Correctionist/Language Specialist, an applicant shall have satisfied the following requirements:

9.08 (1) Hold a master's or higher degree and have completed an approved program in speech pathology from an accepted institution of higher education.

9.08 (2) Demonstrate competencies for providing services to pre-school and school age children within the school setting, under the supervision of a certificated speech/language specialist or speech correctionist in the following areas:

9.08 (3) Identification of speech, language, and hearing problems.

9.08 (4) Assessment and evaluation of children suspected of having handicapping conditions relative to their abilities in:

9.08 (4) (a) Receptive and expressive language, including syntax (word order, word form, developmental level, prosody) and semantics (vocabulary, concepts, and word finding).

9.08 (4) (b) Auditory processing, including sensation (acuity), perception (discrimination, sequencing, analysis and synthesis) and memory.

9.08 (4) (c) Articulations, including phoneme productions in single words, phoneme productions in sentences, and oral-peripheral exam.

9.08 (4) (d) Voice, including respiration, phonation (Pitch, intensity, quality), and resonance.

9.08 (4) (e) Rhythm, including hesitant speech, stuttering, cluttering and related disorders (e.g., aphasis, cerebral palsy)

9.08 (5) Staffing and placement considerations as they relate to the communication problems of the child in accordance with the legal aspects of special education, especially the legal rights and due process of students, parents, teachers, administrators, and school boards.

9.08 (6) Treatment alternatives for identified communication problems.

9.08 (7) Consultation with classroom teachers and other professionals regarding the relationship of communication skills to the development of academic, social, and emotional skills.

9.08 (8) Counseling of parents regarding their child's communication problems.

9.08 (9) Maintenance of records on assessment and evaluation, placement decisions, treatment objectives, procedures employed, results obtained, and reports made.

9.08 (10) Preservice and inservice education, including assistance in the supervision of student teachers, participation in the development and implementation of inservice programs, and assistance in the supervision of paraprofessional aides.

2260-R-10.0 Review of Certification and Endorsement Standards.

10.01 Pursuant to 22-2-109 (g), (h), (i), C.R.S. 1973, as amended, the standards of qualification, preparation, and experience required for the issuance of certificates and which prescribe standards for endorsements appropriate for certificates shall be reviewed on or before January 1, 1978, and at least once every five years thereafter, by the State Board of Education.

10.02 Procedure:

10.02 (1) The Colorado Department of Education shall establish a schedule of review of certification/endorsement standards.

10.02 (2) The State Board of Education shall appoint committees pursuant to 22-2-109 (i), C.R.S. 1973, as amended, to review the certification/endorsement standards in accordance with such schedule.

2260-R-11.0 Development and Approval of New Endorsement Areas

11.01 Colorado accepted institutions of higher education or the Colorado Department of Education may present a request for the development of a new endorsement standard to the Commissioner of Education. A request shall include a rationale for the development of the standards.

11.02 Upon approval of the request, the Colorado Department of Education shall appoint a committee, pursuant to 22-2-109 (1) (i), C.R.S. 1973, as amended, including representatives of appropriate Colorado institutions for the development of the requested standards.

2260-R-12.0 Colorado Commission on Teacher Education and Certification.

12.01 To assist the State Board of Education in discharging its responsibilities under Section 22-2-109 (a), (b), (e), C.R.S. 1973, as amended, the Board will designate the Colorado Commission on Teacher Education and Certification so to serve.

12.02 The membership of the Commission shall be constituted to include: five teachers (one elementary; one middle school or junior high school; one senior high school; one special area; one vocational); one building administrator; one system-wide administrator; one district program director or supervisor; one chairman or dean of education; one college of education faculty member, and the Commissioner of Education, or his designee, who will be an ex-officio member and secretary of the Commission with voting priveleges.

12.03 Members shall be appointed by the State Board of Education for three-year, serially expiring terms. A plan for transitional appointments, permitting present members to serve to the expiration of their terms, shall be adopted.

12.04 The role of the Commission will be:

12.04 (1) To review, recommend, encourage, strengthen, and improve teacher education programs in the state.

12.04 (2) To conduct visits to examine and evaluate teacher education programs in Colorado institutions of higher education and make appropriate recommendations about the approval of such programs.

12.04 (3) To review annual reports submitted by Colorado teacher education institutions.

12.04 (4) To review the endorsement standards and file a recommendation with the State Board of Education.

12.04 (5) To review the findings of the evaluation of approved programs by first and third year teachers as prescribed in 2260-R-14.0.

12.05 At the first meeting of the Commission and annually thereafter the members shall elect a chairman and such other officers as they consider essential for the performance of their duties. The Commission shall elect from its membership a chairman pro tempore for each college visit.

2260-R-13.0 TEACHER EDUCATION APPROVAL AUTHORITY. The State Board of Education is authorized to recognize Colorado institutions of higher education as accepted institutions and approved programs of study for the preparation of teachers of those institutions by Section 22-2-109 (a), (b), (f), C.R.S., 1973, as amended.

13.01 The following standards shall be utilized in the evaluation of accepted institutions of higher education in Colorado:

13.01 (1) Institutional support for teacher education programs.

13.01 (1) (a) The institution has administrative and policy-development structure that provides the coordinating, planning, and evaluative processes necessary to the conduct of teacher education programs.

13.01 (1) (b) The institution's goals include and are consistent with the offering of teacher education programs.

13.01 (2) Qualification, admission, retention, and recommendation for certification.

13.01 (2) (a) The institution follows written procedures for admitting students to the institution and teacher preparation programs and undertakes continuous evaluation to promote the screening and growth of those admitted. Standards for admission shall include statements relative to the following areas:

13.01 (2) (a) (i) Quality of scholarship to be attained in college courses prior to requesting admission.

13.01 (2) (a) (ii) Experiences with youth groups, classroom observations or youth activities that suggest a potential for success in the teacher education program.

13.01 (2) (a) (iii) Adequate physical and mental health characteristics for the educational tasks to be performed.

13.01 (2) (a) (iv) Oral and communication skills adequate for the demands of teaching.

13.01 (2) (a) (v) Competence level expected in written English and computational skills.

13.01 (2) (b) The institution provides systematic advising and/or counseling services designed to provide advice and counsel to students considering enrolling in, or already admitted into teacher education programs.

13.01 (2) (c) The institution shall establish a means of evaluating students within teacher education programs in order to identify those individuals with special problems in time to overcome the problems or to direct the student to another area of study without excessive loss of academic credit.

13.01 (2) (d) The institution has established criteria, written procedures, and a final review process in order to determine whether a candidate will be recommended for certification.

13.01 (2) (e) The institution has established a system for evaluation and improvement of the total teacher preparation program on the basis of candidates' and graduates' performance and/or input.

13.01 (3) General features of teacher education programs. The institution provides programs offering learning experiences in:

13.01 (3) (a) The humanities, social sciences, and natural sciences.

13.01 (3) (b) Subject areas taught in Colorado public schools which are necessary for preparation in order to assume teaching, supervisory school service, or administrative roles in Colorado public schools.

13.01 (3) (c) Professional studies and experiences, including field experiences in school or community settings throughout the preparation program.

13.01 (4) Relationship of the university/college wide program to certification/endorsement standards established by the Colorado Department of Education for either elementary or secondary teaching.

13.01 (5) The design of the teacher education program.

13.01 (5) (a) The program has a rationale, supporting need, and related set of objectives which describe the intent of the program and which enable evaluation of it.

13.01 (5) (b) The program provides for continuous evaluation and program modification based on evaluation.

13.01 (6) Faculty for teacher education program. All individuals responsible for the preparation of prospective classroom teachers should have expertise in their fields with appropriate academic credentials and professional experience.

13.01 (7) Program resources. The program is supported by adequate and sufficient instructional resources, materials, and equipment.

13.02 Procedures for Approval of an Accredited Institution of Higher Education in Colorado as an Accepted Institution.

13.02 (1) The institution's chief administrative officer shall notify the Commissioner of Education in writing of the institution's intent to seek approval as an accepted institution.

13.02 (2) Upon receipt of the institution's notice, a Colorado Department of Education staff member will be assigned to provide assistance to the institution as it develops documentation required to demonstrate compliance with standards for program approval (13.01 of these Rules) and certification standards (applicable sections of 4.0, 6.0, 7.0, 8.0 and 9.0 of these Rules). This documentation shall constitute the institutional self-study. A date for the on-site visitation shall be set by mutual agreement of the institution and the Colorado Department of Education. Sufficient copies of the self-study will be transmitted to the Colorado Department of Education.

13.02 (3) The on-site visitation shall be conducted according to these Rules, Section 13.04-13.04 (3) (b).

13.03 Procedures for Periodic Review of Existing Accepted Institutions in Colorado.

13.03 (1) Each accepted teacher education institution in the state of Colorado will be visited at least once every five years in order to observe, evaluate, and approve the programs of teacher preparation offered therein.

13.03 (2) The Colorado Department of Education will notify accepted institutions of pending Fifth Year Reviews. Such notification shall be given at least one academic year in advance of scheduled visits. The institution will be asked to identify acceptable dates. The Fifth Year Review will be coordinated with NCATE review whenever practical.

13.03 (3) After a visitation date has been established, a liaison representative of the Colorado Department of Education will be appointed to provide assistance to the institution as it prepares for the Fifth Year Review.

13.03 (4) The institution will prepare a self-study report (with the assistance of the Colorado Department of Education liaison representative) that provides the documentation required to demonstrate compliance with standards for program approval and certification/endorsement standards as prescribed in these rules. Sufficient copies of this report will be transmitted to the Colorado Department of Education.

13.04 Conduct of the On-site Visitation and Reporting Procedures.

13.04 (1) Conduct of the visit.

13.04 (1) (a) The visit shall be conducted by the Colorado Commission on Teacher Education and Certification, supplemented, as needed, by ad hoc personnel appointed for each visit, and personnel from the Colorado Department of Education. The visit shall be primarily the responsibility of the Teacher Certification Unit. The unit shall assure that the visit is carefully scheduled, planned and executed, and assume responsibility for team expenses.

13.04 (1) (b) For each visit, the personnel on the Commission may be supplemented by ad hoc members, to be selected by the Colorado Department of Education in keeping with the nature of the institution and programs to be reviewed. The number of ad hoc members shall be determined by the needs of the visitation team and the size of the campus being visited. However, proportionate distribution will be maintained among teachers, administrators, college, and lay members. Nominees for ad hoc membership will be obtained from such sources as officials of Colorado teacher education institutions, officials of organizations serving Colorado professional educational personnel, and officials of organizations serving lay perspons concerned with educational programs and problems. Representatives from the institution to be visited shall be given the opportunity to challenge the name of any proposed ad hoc appointee to the visiting team.

13.04 (1) (c) The team will assess the institution and its programs in terms of these Rules. The basic responsibility of the team shall be to make every effort to guarantee that each visitation is competently and professionally completed.

13.04 (1) (d) Each visit will begin with a team orientation followed by an opening session at which college personnel (selected by the college) and visiting team members will discuss the plan for the visit.

13.04 (1) (e) Interviews with college personnel shall be arranged by appointment.

13.04 (1) (f) A meeting with teacher education students and recent teacher education graduates of the college will be arranged as a part of all regular visits. Other special group meetings may be arranged as necessary and desirable.

13.04 (1) (g) A meeting with persons selected by the institution and members of the visiting team may be arranged at the close of the visit to resolve conflicting observations and data and to supply missing data. There will be no attempt at this meeting to evaluate the findings. A suggested timetable of reporting to the State Board of Education should be given at this time.

13.04 (2) Reporting procedures.

13.04 (2) (a) Each team shall be chaired by a person chosen for his experience, competence, and general knowledge of the kinds of programs to be evaluated.

13.04 (2) (b) Each member of the visiting team is responsible for supplying the team chairman with a written statement of his findings prior to his departure from the campus, including a description of the ways in which the program(s) meet the standards and a statement of ways in which the program(s) are at variance with the standards.

13.04 (2) (c) Using the reports submitted by team members, the team chairman will compile or will cause to be compiled by the Colorado Department of Education staff, a rough draft of the complete report and return the draft to all team members and the institution for validation of the accuracy of the report. Within two months of the visit, the Colorado Department of Education staff, by direction of the team chairman, will prepare a revised draft of the report reflecting the changes suggested by the team members. A copy of this draft will be sent to the Commissioner of Education for information.

13.04 (2) (d) A sufficient number of copies of the revised draft will also be sent to the dean of education of the college visited. The college shall prepare a reaction statement to be attached to the report. This reaction statement will provide the college the opportunity to indicate any errors in fact, to react to the perceptions and evaluations of the visiting team members, and to indicate, if applicable, a plan for the modification of programs which do not fully meet the standards. The plan should include a time-frame, means and process for carrying out the plan.

13.04 (3) Action by the State Board of Education.

13.04 (3) (a) The State Board of Education will review the report and recommendation of the Commission and shall take action.

13.04 (3) (b) Notice of the State Board of Education action will be provided to the designated official of the institution of higher education.

13.05 Procedures for Approval of New or Modified Teacher Education Programs.

13.05 (1) Institutions of higher education shall present a completed proposal for a new or amended program that binds together preservice preparation of educational personnel, State Board of Education Standards for Program Approval, and appropriate certification/endorsement standards.

13.05 (2) The following procedures shall be followed in seeking approval of a new or amended program.

13.05 (2) (a) The institution's chief administrative officer shall notify the Commissioner of Education in writing of the institution's intent to seek approval of a teacher education program or substantive modification of a currently approved program.

13.05 (2) (b) Upon receipt of the institution's notice, a Colorado Department of Education staff member will be assigned to provide assistance to the institution as it develops the documentation required to demonstrate compliance.

13.05 (2) (c) Fifteen copies of this documentation shall be transmitted to the Colorado Department of Education for transmittal to the Colorado Commission on Teacher Education and Certification.

13.05 (3) The institution shall present such proposal to the State Board of Education six months before planned implementation of the program except those institutions to be evaluated in the 1976-77 school year.

13.05 (3) (a) Approval for a modified program must be sought when substantial modification in content, experiences, or sequence of an approved program is proposed.

13.05 (3) (b) Notice of nominal modifications shall be provided to the Colorado Department of Education.

13.05 (4) Upon receipt of the proposal, the Colorado Commission on Teacher Education and Certification will review this documentation in accordance with these Rules, and file a recommendation for appropriate action with the State Board of Education.

13.05 (4) (a) Notice of the State Board of Education action will be provided to the designated official of the institution of higher education.

13.06 Voluntary Request for Withdrawal of Approval. Any institution voluntarily wishing to have approval withdrawn shall notify the State Board of Education in writing of its desire and request appropriate action by the State Board of Education.

13.07 Institutional Appeals Procedure.

13.07 (1) Any institution that has formally requested approval of a teacher education program and the State Board of Education has denied approval, may appeal such action.

13.07 (2) An aggrieved institution shall file notice of appeal within thirty days after receiving notification of final action of denial by the State Board of Education. Notice of appeals shall be filed with the Commissioner of Education.

13.07 (3) Upon receipt of notification, the Commissioner will designate, after consultation with the aggrieved institution, a hearing officer who will, at the Colorado Department of Education's expense, conduct a preliminary hearing to determine if substantive grounds for appeal exist.

13.07 (3) (a) Such grounds will be limited to:

13.07 (3) (a) (i) Alleged incompetence of the visitation team.

13.07 (3) (a) (ii) Alleged gross misinterpretation of evidence supplied by the institution.

13.07 (3) (a) (iii) Alleged arbitrary or capricious action.

13.07 (3) (b) The hearing officer will, after reviewing evidence emerging from the hearing, recommend to the State Board of Education that an appeal be granted or denied.

13.07 (4) The appeal will be heard within sixty days after the hearing officer has presented his recommendation for granting appeal. This hearing shall be limited to the scope of the grievances as delineated by the hearing officer. Evidence of teacher education program or institutional changes subsequent to action by the State Board of Education will not be admissible. The State Board of Education, subsequent to the hearing, may grant approval, provisional approval, or deny approval.

13.07 (5) All costs for preliminary hearings and any appeals hearing, except those incurred by the institution, shall be borne by the Colorado Department of Education.

13.08 Annual Reports. On or before November 16 of each year, Colorado accepted institutions will submit annual reports of teacher education to the Colorado Department of Education on forms supplied by the Department.

13.08 (1) The purpose of such reports shall be to facilitate communication between the institution and the Colorado Department of Education.

13.08 (2) Such report will include:

13.08 (2) (a) A summary of the number of individuals recommended for initial certification and for specialized endorsements.

13.08 (2) (b) An identification of supportive or adverse developments which have an impact on the institution's teacher education programs.

13.08 (2) (c) An identification of actions to correct deficiencies or to improve conditions which were identified as needing attention at the time of a Commission visit or subsequent correspondence.

13.08 (2) (d) The identification of other developments or problems not previously mentioned that have an impact on the teacher education programs.

13.08 (2) (e) An indication of how teacher education program(s) have been modified based upon evaluation results provided by first and third year teachers as indicated in 2260-R-14.0 of these rules.

2260-R-14.0 EVALUATION OF APPROVED PROGRAMS OF TEACHER EDUCATION. Teachers employed by the school districts of the state who have completed their teacher preparation at accepted institutions of higher education in this state shall evaluate their teacher education programs during their first and third years of teaching.

14.01 The purpose of the follow-up evaluation is to provide an opportunity for Colorado teacher education graduates and their employers to review and evaluate the teacher preparation provided by Colorado institutions of higher education and to communicate these evaluations to the institution's administration and faculty, the Colorado Department of Education, and the State Board of Education.

14.02 Colorado teacher training institutions will have the opportunity to utilize these data to:

14.02 (1) Revise existing course offerings.

14.02 (2) Revise program emphasis.

14.02 (3) Identify areas of concern.

14.02 (4) Provide information concerning public school needs.

14.02 (5) Supply a base for over-all program review and revision.

14.03 Evaluation Forms. The Colorado Department of Education shall develop and distribute the evaluation forms and compile data contained therein. The compiled data shall be reviewed by the State Board of Education and disseminated to the Colorado teacher preparing institutions for use in the review and revision of approved programs.

14.04 Evaluation Completion.

14.04 (1) The Colorado Department of Education shall distribute evaluation forms to the administrative staff of school districts. Affected Colorado teacher education graduates shall be identified by the Colorado Department of Education.

14.04 (2) Evaluations shall be completed by the identified teachers during the ninth month of the first and third years of teaching or at such other times deemed appropriate by the State Board of Education. Evaluations will also be completed by the teacher's direct supervisor or building administrator.

14.04 (3) Evaluation forms shall be returned by the district to the Colorado Department of Education by July 1st of each year for compilation, review and dissemination.

14.05 Modification of Programs. If in the judgement of the State Board of Education, the evaluation results indicate a need for the modification of an approved program, the State Board of Education may request that the institution re-submit any program(s) for review and continued approval.

2260-R-15.0 Renewal of a Certificate. A Colorado Type A, B, C, D, or E Certificate may be renewed for a period of five years. The holder of such certificate shall submit an application for renewal on forms supplied by the Colorado Department of Education, remit the statutory fee, and supply evidence of the completion of an approved professional growth plan within the five-year period preceding the date of application for such renewal.

15.01 Renewal credit must be appropriate to the certificate's endorsement and/or teaching responsibilities of the holder and/or a career change in education. The first and subsequent renewals of a certificate shall be through the development and completion of a professional growth plan totaling six or more semester hours of renewal credit from the following:

15.01 (1)	Appropriate college or university credit. (minimum of 2 semester hours of college credit is required of the 6 semester hours needed for renewal.)	2 semester hours
15.01 (2)	The remaining hours may be obtained from any combination of the following:	4 semester hours
15.01 (3)	Approved local district inservice education (maximum of 4 semester hours).	
15.01 (4)	Approved educational travel (maximum of 1 semester hour).	
15.01 (5)	Supervision of student teacher or intern (maximum of 1 semester hour).	
15.01 (6)	Foreign study (maximum of 2 semester hours).	
15.01 (7)	Professional development experience(s) (maximum of 1 semester hour).	
	Professional growth credit to total	6 semester hours

15.01 (8) Accumulation of credits may be made on the basis of one-half credit increments.

15.02 The goals and objectives of the professional growth plan shall have the prior approval of the local district board of education. Said approval shall predate any professional growth experience which a teacher desires to be included in the professional growth plan for renewal credit. See paragraph 17.03 for the applicability of credit earned prior to the effective date of this act.

15.03 The Commissioner of Education shall be responsible for the development of professional growth plan forms to be supplied to teachers.

15.04 College or university credit. A professional growth plan shall include a minimum of two semester hours of credit from an accepted institution of higher education judged to be appropriate to the certificate to be renewed, the assignment of the teacher, applicable to an additional endorsement area, or a career change in education.

15.04 (1) If college credit is awarded then no inservice credit may be received for the same experience.

15.05 Inservice education. Colorado Statute 22-60-103 (6), C.R.S. 1973, as amended, defines the inservice education program as a "Planned series of learning experiences provided for by a school district designed to improve the teaching and learning processes." A professional growth plan may include a maximum of four semester hours of credit earned through approved district inservice for recertification programs as part of the requirements for the renewal of a certificate. The rules adopted by the State Board of Education in Guidelines and Procedures for Planning and Submitting Inservice Education Programs for Recertification Credit Approval apply to all inservice for recertification credit programs submitted for recertification purposes and call for approval by the State Board of Education prior to any inservice program's implementation date.

15.06 Educational Travel. A maximum of one semester hour of inservice education credit may be waived upon the satisfactory documentation of the completion of approved educational travel judged to have special significance for increasing the skills of the teacher, provided:

15.06 (1) That the travel is educational in design to broaden the teacher's resources for teaching children.

15.06 (2) That the trip is planned in advance by the teacher. The plan shall include trip objectives and the rationale for increasing the skills of the teacher and shall have prior approval of the district.

15.06 (3) That within 30 days of completion of the travel, the teacher submits a report to the local school district. The report shall be written to indicate the educational value to himself and to others and shall include a record of information gained as a result of the trip as related to the objectives of the trip.

15.06 (4) If college credit is claimed for educational travel, inservice credit shall not be received.

15.06 (5) Teachers not employed by a school district who seek credit under this paragraph shall apply for approval to the Colorado Department of Education.

15.07 Supervision of student teacher or intern. A professional growth plan may include the supervision of a student teacher or intern in lieu of one semester hour of inservice education credit, provided:

15.07 (1) That approval is granted in advance by the Colorado district in which the teacher is employed.

15.07 (2) That for each student teacher or intern supervised, the dean or the designated official of the sponsoring institution's education unit and the designated official of the cooperating school district shall verify that the supervision of the student teacher was completed successfully.

15.07 (3) That a minimum of one academic quarter of full-time supervision is completed.

15.08 Professional Development Experiences. One semester hour of inservice education credit may be waived upon satisfactory documentation of an individual experience or activity judged to be directly related to maintaining or increasing the value of the teacher in his current assignment. This credit shall be granted pursuant to the following rules:

15.08 (1) Professional development experiences shall be organized in academic or professional areas.

15.08 (2) The activities must be adequately described and justified in terms of objectives of the experience and contributions to the improvement of instruction.

15.08 (3) The activity must be related to stated developmental needs of the individual teacher or district.

15.08 (4) Prior approval of the professional development experience shall be obtained from the local school district professional growth committee.

15.08 (5) Evidence shall subsequently be submitted to the local district professional growth committee showing completion of the experiences for which prior approval has been granted.

15.08 (6) One semester hour of credit shall be based on a minimum of twenty-five contact hours.

15.09 Foreign study may be used in lieu of two semester hours of inservice education credit provided:

15.09 (1) The study is taken in a college or university approved by the ministry of education or equivalent educational agency within the country.

15.09 (2) Documentary evidence of such study must be validated by an official of the institution in which study is taken. This evidence must be stated in the English language.

15.09 (3) Evidence shall subsequently be submitted to the local district professional growth committee showing completion of the study for which prior approval was granted.

15.10 Administration of Professional Growth Plans by Local School Districts.

15.10 (1) The local school board of education shall adopt procedures for the administration of professional growth plans by which teacher's certificates are renewed.

15.10 (1) (a) The district procedures shall be developed, for review by the local board of education, by a committee composed of one representative of each type of certificate employed in the district (A, B, C, D, and E). The committee representatives for each type of certificate shall be selected by and from practicing holders of each type of certificate.

15.10 (1) (b) Procedures shall include statements on:

15.10 (1) (b) (i) Term of office

15.10 (1) (b) (ii) The appeal procedure.

15.10 (1) (b) (iii) The board of education authorized representative who will sign the completed professional growth plans.

15.10 (1) (b) (iv) The name and address of the district person to contact for information concerning the district's professional growth committee and plans.

15.10 (1) (b) (v) A narrative and/or diagram regarding the organizational, communicative, and decision-making structure of the local district committee(s).

15.10 (1) (b) (vi) The number and composition of of professional growth sub-committees in the district.

15.10 (1) (b) (vii) The criteria used to approve professional development experiences and educational travel.

15.10 (1) (c) No later than November 1, 1976, the local district shall file a copy of the district's procedures with the Colorado Department of Education.

15.10 (1) (d) Revision of the procedures shall be submitted to the Colorado Department of Education 90 days prior to the effective date of the revision.

15.10 (2) A school district shall accept partially completed and/or completed professional growth plans of new employees.

15.10 (3) A school district shall have the option of approving professional growth plans for substitute and non-contract part-time employees.

15.10 (3) (a) Substitute and non-contract part-time teachers not participating in a local district's professional growth process shall obtain prior approval and completed the professional growth plan through the Colorado Department of Education.

15.11 Procedures for the approval of Professional Growth Plans by Local School Districts

15.11 (1) A teacher shall renew a certificate by designing and completing a professional growth plan totaling six hours of renewal credit.

15.11 (2) The professional growth plan shall be designed by the teacher on forms supplied by the Colorado Department of Education.

15.11 (3) The teacher shall submit the professional growth plan to a local school district professional growth committee.

15.11 (3) (a) Such professional growth committee shall be composed of an administrator designated by the district board of education and two teachers (other than practicing administrators) selected by and from those teachers employed by the district. See also 15.10 (1) (a) (vi).

15.11 (4) A teacher's professional growth plan shall be reviewed and evaluated by a professional growth committee. Following the review and evaluation, professional growth plans shall be transmitted with recommendation by the professional growth committee to the district board of education.

15.11 (4) (a) An appeal of a professional growth committee decision may be made directly to the local board of education.

15.11 (5) A teacher's professional growth plan shall have approval by the district board of education prior to implementation.

15.11 (5) (a) A change of the objectives of a teacher's professional growth plan shall constitute a change in the professional growth plan and shall require re-submission to the professional growth committee.

15.11 (5) (b) A change of strategies to meet objectives shall not require re-submission to the professional growth committee or the district board of education.

15.12 Teachers not employed by public school districts and/or not otherwise covered in these regulations shall contact the Colorado Department of Education for the prior approval of professional growth plans.

2260-R-16.0 Out-of-State Institutions Operating in Colorado.

16.01 The president or chief executive officer of the applying institution shall contact the Commissioner's Office of the Colorado Department of Education regarding requirements of the State Board of Education to operate in Colorado. Teacher education classes and programs are defined, for the purpose of this section of the Rules, as: programs or courses offered for (1) certification, (2) inservice, (3) a degree in teacher education, or (4) salary increments.

16.02 Out-of-state institutions of higher education seeking approval to offer courses in teacher education in Colorado shall follow these procedures:

16.02 (1) Submit evidence that the institution is approved and accredited to offer teacher education programs at the appropriate level within their own state.

16.02 (2) The chief executive officer of the applying institution shall prepare a formal letter of application setting forth: the source and adequacy of resources available for the provision of quality instruction in Colorado, the expected number of students to be enrolled, the standards of education to be maintained in connection with the proposed operation, and evidence of academic integrity of the specific course(s) or learning activities. Evidence shall include the following:

16.02 (2) (a) A complete description of each course or learning activity including course objectives, required student activities, such as outside readings, research, and projects; number, length, and schedule of class sessions; number of student-teacher contact hours required for a semester hour of credit.

16.02 (2) (b) Verification that each off-campus course is approved by the same body that approves courses offered for resident credit by that institution.

16.02 (2) (c) Verification that instructors of each off-campus course are approved by the same body and the same standards used to approve instructional personnel for courses offered for resident credit by that institution. or as otherwise may be appropriate to assure quality consistent with program objectives.

16.02 (2) (d) Verification that student learning in each off-campus course is evaluated. A description of the evaluation process shall be provided.

16.02 (2) (e) Verification that the institution will monitor each off-campus course by utilizing procedures similar to those used to monitor courses offered for resident credit by that institution.

16.02 (2) (f) Verification that each course is acceptable at the sponsoring institution at the degree level indicated by the course offering.

16.03 Subsequent to the receipt of the letter of application, an investigation will be made by a designated committee of the State Board of Education, as deemed necessary. They may visit the site of the proposed classes or programs and meet with sponsoring institutional officials to evaluate the institution's readiness and capability to offer an educational program meeting the regulations and standards of the State Board of Education.

16.04 The institution's application, together with the report of the State Board's designated committee, will be presented to the State Board of Education for their consideration and formal action.

16.05 Requests will be reviewed and acted upon by the State Board of Education and notification issued within 45 days. Announcement of classes to be held shall be made only after State Board of Education approval.

16.06 An out-of-state institution which has obtained initial approval by the State Board of Education for a course offering in Colorado shall file subsequent annual requests for authorization with the Office of the Commissioner according to the following schedule:

16.06 (1) Not later than May 1 for classes to be offered in the following fall semester or quarter.

16.06 (2) Not later than July 1 for classes to be offered in the following winter semester or quarter.

16.06 (3) Not later than October 1 for classes to be offered in the following spring semester or quarter.

16.06 (4) Not later than February 1 for the following summer sessions.

16.07 Institutions shall be expected to submit evaluation reports as requested.

2260-R-17.0 TRANSITION FOR THE TEACHER CERTIFICATION ACT OF 1961, AS AMENDED, TO THE TEACHER CERTIFICATION ACT OF 1975, To provide for the orderly transition to The Teacher Certification Act of 1975, the following policies and procedures will be observed:

17.01 Accepted Institutions and Programs.

17.01 (1) The Colorado institutions of higher education and their programs of teacher preparation as approved by the State Board of Education prior to June 30, 1976, will be deemed to be accepted institutions of higher education and approved programs of teacher preparation under the law effective July 1, 1976.

17.01 (2) Colorado institutions of higher education which maintain compliance with the standards of the State Board of Education Rules will be recognized as accepted institutions of higher education.

17.01 (3) Colorado accepted institutions of higher education with approved programs, for good cause shown, may be permitted by the State Board of Education to substantially comply with the adopted standards through 1977-78 and 1978-79 school years. *

17.02 Teacher Education Students.

17.02 (1) A student formally admitted to teacher education by an accepted institution of higher education on or before the first day of Fall Semester or Quarter of 1977, under an existing approved program, who satisfactorily completes such program on or before August 31, 1983, shall be eligible for recommendation for the appropriate Colorado certificate and endorsement issued under The Teacher Certification Act of 1975.

17.02 (2) A student formally admitted to teacher education by an accepted institution of higher education for and after the Fall Semester or Quarter, 1977, shall be enrolled only in a program which fully complies with the Rules published herein, or has been found by the State Board of Education to be in substantial compliance--17.01(3). *

17.02 (3) A student who completed a program of preparation in a fully-accredited college or university in another state that is approved by the appropriate state education agency in such state may be recommended for an appropriate certificate and endorsement and may be certificated in Colorado if his program compares favorably with extant programs for similar certificates and endorsements offered by Colorado institutions and if the applicant meets all other requirements of the State Board of Education published herein.

*As amended by the State Board of Education on October 4, 1976 in conformity with the Attorney General's opinion of October 4, 1976.

17.03 Renewal of Certificates.

17.03 (1) Until January 1, 1977, an applicant for the renewal of a Colorado Teacher Certificate who has earned the requisite credit in courses that will maintain or improve the teacher's skills in his employment may submit his application and supporting materials directly to the Colorado Department of Education for appropriate action and shall be deemed to have the prior approval of the board of education. *

17.03 (2) An applicant for renewal of a Colorado Teacher Certificate on and after January 1, 1977, will be required to submit an application with a professional growth plan recommended by the local professional growth committee and approved by the school district board of education, which shall accept those credits earned prior to December 31, 1976, provided that such credits will maintain or improve the teacher's skills in his employment and have been earned within the five-year period preceding the date of application for renewal.

17.03 (3) College credits and approved inservice for recertification credits earned on and after January 1, 1977, will be applicable to certificate renewal if the teacher's professional growth plan has been recommended by the professional growth committee and approved by the school district board of education.

17.03 (4) Certificated personnel who are not employed by public school districts applying for renewal of a Colorado Teacher Certificate on and after January 1, 1977, will be required to submit an application with a professional growth plan approved by the Colorado Department of Education, which shall accept those credits earned prior to December 31, 1976, provided that such credits will maintain or improve the teacher's skills in his employment and have been earned within the five-year period preceding the date of application for renewal.

17.04 Provisional Endorsements.

17.04 (1) Until September 1, 1979, a provisional endorsement, valid for three years and non-renewable, may be added to a Colorado certificate by the Colorado Department of Education based upon:

17.04 (1) (a) A statement from the Colorado certificate holder requesting the provisional endorsement and

17.04 (1) (b) A statement from a Colorado school district indicating that the holder of the certificate has been for at least one school year and will continue to be assigned to perform a major part of services in an area not related to the endorsement on the certificate or

*As amended by the State Board of Education on October 4, 1976 in conformity with the Attorney General's opinion of October 4, 1976.

17.04 (1) (c) Evaluation by the Teacher Education and Certification Unit of the Colorado Department of Education to determine whether the applicant meets the standards for provisional endorsement, as follows:

17.04(1)(c)(i) Elementary education: 18 semester hours in elementary education.

17.04(1)(c)(ii) Teaching fields: 20 semester hours in the field.

17.04(1)(c)(iii) Special education: 20 semester hours in special education.

17.04(1)(c)(iv) Special areas: Early childhood education: 18 semester hours; driver education: 12 semester hours; counselors: 18 semester hours; program directors and specialists: 18 semester hours.

17.04 (1) (d) Provisional school administrator endorsements for building administrators other than principals, and district level administrators other than superintendents, may be requested under the provisions of 17.04 (1) (a) and 17.04 (1) (b).

17.04 (2) Provisional endorsements will not be issued after September 1, 1979. After that time regular endorsements may be added to certificates based upon:

17.04 (2) (a) Completion of a full endorsement program as specified in Sections 6.0 through 9.08 of these Rules.

17.04 (2) (b) Recommendation of the accepted institution of successful completion of the program. An accepted institution may waive a student teaching requirement for an applicant who has held a provisional endorsement in the area and demonstrates teaching competency in the area.

17.04 (2) (c) Application and supporting documents to the Colorado Department of Education for the added endorsement.